ABSTRACT. This article describes a one-shot workshop called “Unravel The Library” aimed at students enrolled in English composition classes at the University of Minnesota. Unravel lesson plans follow a set of objectives, use active learning techniques, and can be taught by any staff member. Some workshops include an assessment to measure student retention of basic concepts, tools, and skills. Parts of the lesson plan can be adapted to a variety of audiences by teachers or librarians wanting to build information literacy competencies, refresh students on using indexes, identifying scholarly literature, evaluating citations, finding books and periodicals, and designing search strategies in databases. 

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INTRODUCTION

Academic librarians routinely develop one-shot presentations and workshops without training in instructional design. Often in response to a request for a particular course, these presentations may show how to search the library catalog, use databases, and provide orientation to library services. However, they easily overload an audience because they are not designed around how much learners can absorb. Nor do they always employ active learning techniques or anticipate the different learning styles of students.

Especially for first-year students, lectures build awareness about the library, but they are passive learning experiences and lack measurable outcomes. At the University of Minnesota, a series of workshops called Unravel The Library provides orientation while also including basic information literacy skills for evaluating sources, using indexes, finding books and articles, and learning search skills. One of the Unravel The Library workshops called The Research Process–Finding Books and Articles includes an assessment to evaluate student learning.

BACKGROUND

Librarians at the University of Minnesota formed an instructional design team in response to requests from the English department. The department wanted tours that would show their students how to use the library for their English Composition assignments. A series of three workshops called Unravel The Library was developed to provide freshman students with an orientation and teach skills in using library tools to search for articles and books.

The workshops were introduced in the fall of 2002, and they continue to be scheduled during the fall and spring semesters. Unravel The Library 1: Orientation to the Libraries & Tour of Wilson Library introduces library services and collections together with a tour of the main library for social sciences and humanities. Unravel The Library 2: The Research Process—Finding Books and Articles teaches skills in searching indexes and evaluating scholarly versus popular articles. Unravel The Library 3: Beyond the Basics—Advanced Searching offers instruction on how to formulate search strategies and use advanced search techniques. The English composition
teachers require students to complete at least one of the workshops and turn in a library certificate to verify attendance. Requiring certificates has resulted in consistent enrollment for the Unravel workshops. From fall 2002 to fall 2005, librarians taught 310 Unravel sessions with a total attendance of 3780 students (see Table 1). Since all of the workshops are open enrollment, they attract students other than those from the English composition classes. This is particularly true of the Unravel 3: Advanced Searching workshops taken by upper-level students.

Using an instructional design model, the User Education Coordinator led a team to create lesson plans that would maximize student learning (Veldof 2003). This approach places content into manageable “chunks” of those skills, resources, and services that students “need to know” rather than simply being “nice to know.” It was important to create lesson plans that taught fewer skills in order to reduce cognitive overload for learners. Human resource trainers share a similar concern in delivering computer-based instruction that organizes content into manageable chunks so that working memory can digest new information (Clark and Taylor 1994).

Unravel lesson plans have outlines that include learning objectives with teaching methods that serve as a script for instructors. Each “chunk” of an Unravel lesson plan has a method of presenting content, applications for learning such as exercises, and opportunities for learners to reflect and give verbal feedback on the teaching points. In their textbook on information literacy instruction, Grassian and Kaplowitz (2001) discuss major learning theories and how to design practical applications for teaching diverse learners. The Unravel lesson plans anticipate some of the learning styles commonly identified by Kolb’s stages of learning (Kolb 1984). Kolb’s model describes learning as a cycle of experiencing, reflecting, thinking, and acting (Chapman 2005). Learners will gravitate somewhere among these four styles of learning: (1) feeling and watching, (2) watching and thinking, (3) doing and

<table>
<thead>
<tr>
<th></th>
<th>2002</th>
<th>2003</th>
<th>2004</th>
<th>2005</th>
<th>Total</th>
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<tr>
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<td>134</td>
<td>542</td>
<td>398</td>
<td>1182</td>
</tr>
<tr>
<td>Unravel 2</td>
<td>250</td>
<td>539</td>
<td>810</td>
<td>843</td>
<td>2442</td>
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<td>1428</td>
<td>1291</td>
<td>3780</td>
</tr>
</tbody>
</table>
thinking, and (4) doing and feeling. In presenting content and creating exercises, Unravel instructors employ teaching methods that enable students to learn by listening, seeing, doing, and reflecting.

HOW IT WORKS

A variety of library staff have developed their own teaching style while delivering standard instructional sessions using the Unravel lesson plans. A pool of instructors is important for scheduling numerous workshops. Staff from reference, collections, and technical services were encouraged to become Unravel instructors even if they had no previous classroom experience. For example, a stack maintenance manager who supervises student workers, a business librarian with subject expertise, and a student employee assigned with support tasks became regular instructors. An intern from a local library science graduate program gained valuable experience by taking the workshops and teaching several sessions. Structured lesson plans lay the foundation for any staff member to develop their own instructional style. Current and past lesson plans for the Unravel workshops are available from http://staff.lib.umn.edu/rcs/usered/unravel.html.

The workshops are held in a computer lab equipped with a projector. Class size is limited to twenty, and additional staff serve as rovers to provide students with individual assistance. Most instructors begin as rovers and benefit from watching their peers teach to learn the lesson plan. Unravel workshops are 75 minutes in length, with each segment of a lesson timed. Each segment consists of teaching points and exercises to keep instructors focused and from talking too much. Packets of handouts, exercises, and certificates are kept in stock so that instructors can quickly prepare for a workshop.

UNRAVEL ONE

As the design team reviewed “need to know” content for workshops aimed at freshmen, it became clear that an orientation was needed in addition to teaching specific research skills. The goals for Unravel The Library 1: Orientation to the Libraries & Tour of Wilson Library are as follows:

1. Welcome new users to the University Libraries
2. Introduce students to the library system
3. Help students feel comfortable returning to the library and asking questions

The orientation is divided into a hands-on session and a walking tour of the main library for the humanities and social sciences. The first part consists of a virtual tour in which the instructor navigates to selected links for library information, databases, services, tutorials, and guides while students follow along at their workstations.

Unravel 1 does include a search of the catalog to find a book and a journal in order to demonstrate how to find call numbers and locations. Databases are described as “information about articles and other publications” with links that show how they are organized by type, subject, or alphabetically. While descriptions of a few indexes illustrate their specialized nature, the workshop introduces students to research guides and tutorials. Research Quickstart (http://research.lib.umn.edu/) is a tool for locating subject guides to indexes, Web sites, and reference sources. Research Quickstudy (http://tutorial.lib.umn.edu/) is a tutorial on research strategies such as choosing a topic, designing a research strategy, finding and evaluating several different kinds of sources, and citing sources using style manuals.

The Assignment Calculator (Figure 1) is an open-source software that combines content from other tutorials, library resources, and writing centers (“http://www.lib.umn.edu/help/calculator/”).

Students are shown how the Calculator will generate steps for completing the research paper with deadlines for each step. The steps help

FIGURE 1. The Assignment Calculator
students to define topics, develop research strategies, find articles and books, write drafts, gather additional information, and assemble the final paper. Links to writing centers and library tools create a powerful way to connect the writing and research process with library sources. No research has been conducted to determine if students use these tutorials, which cover most of the competencies being taught in the Unravel workshops.

Other orientation teaching points cover lending policies, delivery services, and reference assistance. Some of these functions are available as “personal account” features in the library catalog (MNCAT). Students are unaware of automated services for recalling books or obtaining materials from branch libraries or interlibrary loan. Other links are demonstrated for getting help through virtual reference services, visiting service desks, and calling by phone. Showing how to use the Frequently Asked Questions is promoted as helpful “when the library is closed.” Teaching content is reinforced by an exercise called the LUMINA Hunt (Appendix A). Like all Unravel workshops, instructors and rovers visit each student to provide individual assistance during exercises and review “questions you found difficult.”

The second half of the workshop is a 25-minute tour of the Wilson Library. Teaching points include shelving arrangements, reference collections, service desks, printing, and the computer workstations in the Information Commons. Instructors try to include active learning techniques in the walking tour, for example, by having students randomly select books from different shelving areas to compare how they are shelved by call number, size, or classification system. The staff at major service points such as reference, circulation, reserves, and copy services are introduced so that students are more comfortable asking for assistance. Collections for reference, periodicals, microfilm, government publications, and business are visited along with the Information Commons. The tour stresses how service desks are places to ask questions and floor plans are useful to find books and periodicals.

UNRAVEL TWO

Unravel 2 has the highest attendance and tends to be the lesson plan recommended by the English Composition teachers. It is divided into six “chunks”: Introduction (5 minutes); Choosing an Article Index (12 minutes); Searching for Articles (15 minutes); Searching Known Items in the Library Catalog (25 minutes); Popular versus Scholarly (10
minutes); and Wrap-Up and Quiz (8 minutes). The quiz functions as an assessment of learning outcomes. The goals for this workshop are as follows:

1. Identify articles and books on a topic for a speech or paper
2. Locate books and periodicals in U of M Libraries
3. Identify whether an article is considered scholarly.

The introduction begins with an overview of this “big library” as a reason to learn how to find “good information.” The class is shown the Assignment Calculator with links to emphasize how “the library has numerous guides just like this one for finding good information in books, journals, and magazines.” Flipcharts are also used in Unravel 2 to introduce objectives and review teaching points for each section.

The first part, “Choosing an Article Index,” trains students on finding indexes for any topic. The design team agreed this was more important than teaching database search skills. The teaching objectives are: (1) define an article index; (2) know how to access the Research Quickstart guides; and (3) locate three article indexes on a topic. To reinforce learning, teaching points are printed on handouts and written on flip-charts. For example, “An article index is where you find articles that exist—what’s been published—not necessarily what is owned by the library.” A display of indexes using an alphabetical or subject listing illustrates their specialized nature. Selecting indexes which reflect different perspectives is a major teaching point for this “chunk.” Most libraries have some kind of subject arrangement to their indexes. At the University of Minnesota Libraries, Research Quickstart (Figure 2) is a finding tool for indexes and other reference sources on various subjects.

After this presentation, students work together in small groups on a hypothetical assignment of finding articles about the “energy crisis from the perspectives of the environment, business, technology, and government.” Working with peers is an effective learning style for many students. Brainstorming is a technique to discuss issues that surround a topic, and it helps learners build their own concept of how articles are written for different audiences. For example, “What kinds of articles about the energy crisis would be written from a technology perspective? . . . from a public policy perspective?” Each group explores the Research Quickstart guides to find indexes that have articles written for their assigned perspective, although fast learners are told to locate indexes for all four perspectives. The instructor and rover visit each workstation and provide coaching, which is extremely important to
FIGURE 2. Research Quickstart
clarify the goal of the exercise and help those students with less ability. Limiting class size and providing individual attention does result in more questions and hands-on learning. Each group identifies the indexes they find and writes them on a whiteboard. Allowing movement and talking will keep learners engaged and interested. Teaching content is reviewed by getting feedback from each group on their subject guides and indexes while the instructor navigates to database descriptions.

Lesson plans that reinforce concepts can develop critical thinking skills by building on other skills more easily acquired (Van Gelder 2005). Knowing how to select indexes for specific disciplines develops the ability to find articles from authoritative journals. Students are encouraged to find articles with different perspectives to make their papers more interesting and to improve their grades. The next part, “Searching for Articles” has the following objectives: (1) perform a search in an article index; (2) get a list of citations; (3) identify one relevant citation; and (4) identify one full-text article that can be sent via e-mail. The presentation and exercise cover keyword searching and interpreting database records to understand citations, abstracts, and full-text availability. Again, flipcharts repeat learning points which are also listed in the handouts, such as, “citations give information about the article and include the title, author, the magazine name, and publication details.” Any general index would work, but the lesson uses Expanded Academic Index as a “general index that works for many topics” and includes full-text articles. Instructors engage the class during the demo how to search by asking, “How many items matched this search?” Learners create their own ideas of how databases work by reflecting on and verbalizing what they see. Skills are acquired by insisting that students interpret records, “what is the title of this article?”—“who is the author?”—“what is name of the magazine?” These critical thinking skills prepare students for the next section on evaluating sources and finding periodical holdings. The same technique is used to get feedback on database records to distinguish among those with abstracts, those with full text, and those with only citations. The demo includes limiting and narrowing topics by keywords and how to look for other search terms when reviewing database records. The e-mail function is pointed out, but other features like marking, saving, and downloading are omitted.

Students then work on an exercise where they search for articles on a given topic. A common problem is getting logged off, so handouts with screen shots and instructions are included to help navigate. Selecting topics that students will be familiar with can stimulate interest, such as “downloading music” limited by keywords like “illegal” or “copyright”;
or “college drinking” limited by “binge” or “underage.” Again, the instructor and rover visit each student individually to clarify questions. While students have little difficulty searching and navigating a database, evaluating the records and identifying other keywords involves critical thinking. At the end of the exercise, the instructor reviews teaching points by asking for examples of articles that seem relevant and subject headings or other words that would make good search terms “to find more articles on this topic.”

The next part, “Finding Known Items in the Library Catalog” was designed because students have difficulty understanding how to search the catalog using article citations. The instructor asks, “What do you do when you have a specific book or article, and you want to find out if the library owns it? First we will explore where to look and second how we look.” The objectives are to search the catalog, using a citation, to find out whether the library owns a journal or a book.

Teaching points cover (1) the contents of the library catalog, (2) how to search for books and periodicals, (3) tips such as omitting initial articles, and (4) interlibrary loan services for items not owned. Basic competencies in reading citations are essential for searching known items. A slide presentation on identifying book and article citations was included when it became apparent that freshmen lacked this ability. An exercise called Book or Articles–You Decide is given to practice selecting bibliographic elements to search for in the catalog. By asking the class, “How many say it’s a book? How many say it’s an article?” and “why did you think it was an article?” or “what else?” develops critical thinking skills in evaluating citations. One easy rule for freshmen to help identify article citations is to “look for two titles.”

The main exercise is to find call numbers and locations for a list of citations. Sample searches in the catalog are performed to demonstrate both an article and a book citation. There are no further explanations about catalog records, subject headings, or other ways to search the library catalog. Tips on searching author names and omitting initial articles for titles are included in the handouts and during the presentation. Call numbers are essential but further explanation is kept conversational... “we’re not making this up, they come from the Library of Congress in Washington D.C.” Finding journal holdings is an essential competency for retrieving articles from print or electronic collections. There is regular confusion about how to search library catalogs to find articles. Teaching points on journal holdings are reinforced as much as possible to help students learn how the catalog collects information about periodicals rather than articles.
Students work in pairs on the exercise while instructors and rovers provide individual coaching. This is the most difficult part of the workshop because freshmen vary in their abilities to read citations, search, and navigate screens. Instructors get feedback from students by asking, “which citations gave you the most trouble” and then demonstrate examples as needed. Mention of interlibrary loan services for finding known items creates realistic expectations about library collections—“no library will own everything.”

The English composition department wanted their students to use academic sources for their writing assignments. The section called Schol- arly vs. Popular was added to teach how to distinguish between popular and scholarly articles. As students continue their education, they are told how faculty will require using scholarly journals for research assignments. A handout, called Popular or Scholarly, outlines a variety of criteria and is silently reviewed. Only four criteria are used–page length, audience, subject matter, vocabulary–since most students will need to evaluate citations from database records. A whiteboard is used to vote on citations as scholarly, popular, or “don’t know.” Even though students get nervous about being incorrect, this active learning technique helps guide the discussion by asking “why did you choose?” or “what else?” to bring out less obvious clues like frequency of publication. The “grey area” example is Science magazine which is explained as having articles with good information that may not fit the criteria for scholarly. The wrap-up includes links to other Unravel workshops, online guides, and getting help from the AskUs virtual reference service. Students complete an assessment quiz to obtain their certificates.

**UNRAVEL THREE**

To include database searching in the previous workshops would have required more instructional design and less time for content that was considered more important for novice library users. Unravel 3: Beyond the Basics was created to teach advanced search techniques and database structure for the purpose of searching the library catalog. These competencies demonstrate how the information-literate student “accesses needed information effectively and efficiently” (Association of College and Research Libraries 2000).

Although Unravel 3 has the lowest enrollment, it attracts upper-level students. Like all Unravel lesson plans, teaching methods include worksheets and target-specific learning outcomes. There are two “chunks” to
this workshop which is introduced as a way “to get the most out of the databases the library buys” and to learn how “to go beyond a simple keyword search.” The goals for Unravel 3 are to learn the following:

- How a database record is put together
- To use limiting
- To use truncation
- To use Boolean operators.

The first part, “Database Design” uses the following objectives:
(1) Create a database record from an article and (2) Identify 5 to 8 database fields. Teaching points cover how databases will differ in content, differ in their record construction, use different subject headings, and how keywords can search across multiple fields. Learning techniques include verbal responses such as asking for examples of databases found on the web for entertainment, shopping, and directories. This analogy is useful for contrasting the contents of the library catalog as a database of “bibliographic descriptions of journals, books, videos, reports, maps, and other materials owned by the library.”

Slide presentations are used for Unravel 3, and they begin with database records for the same article from different databases. Editing screen shots with graphics to point out fields helps illustrate how database records are similar but also differ in the types and number of fields. A record from PsycINFO, for example, “has lots of good information and more description” than a record from a general index. The lesson teaches how subject headings and descriptors from different databases can describe the same concept using different terms. “Controlled” or “accepted” subject words are powerful ways “to find all the information on a particular topic” in any database. One technique for teaching controlled vocabulary, database fields, and natural language is to describe students using colors of clothes, age, belts, jewelry, hometown, or recent activities. These are examples of “fields of information” that contrast with names which function like the controlled vocabulary.

After the presentation, an exercise on how databases are structured involves a worksheet and a reprint of an article. Students work in pairs to review the article and create their own database record using the *Build Your Own Database* worksheet with a sample record and field labels. The class is encouraged to think of additional fields as well. To review, a commercial database record for the reprint article is displayed which gives the class an opportunity to discuss how they entered information for author names, subject headings, or abstracts. Teaching points include how keywords match whatever terms are found in a database record.
“Boolean & Truncation & Limiting” is the next “chunk” with the following objectives: (1) Create a Boolean search using the AND/OR operators; (2) Truncate a word appropriately; (3) Limit a search by location and material type; and (4) Use Advanced Search in the library catalog to limit a search by date, material format, language, and location. A slide presentation illustrates how Boolean logic works for keyword searching in the library catalog. While other indexes could work, previous workshops did not teach how to search for topics in the library catalog. Teaching aids for criteria such as truncation are useful for completing an exercise which is then reviewed using a whiteboard. Worksheets are also used to design a search strategy and how to select keywords, identify synonyms, truncate, and cluster search terms using the OR and AND operators. Students actively participate in brainstorming for keywords for topics like “media” and “body image” which are then written on the whiteboard.

Similar to other Unravel sessions, roving provides individual coaching on how to design search strategies and use advanced search screens. This includes assistance in finding subject headings and re-performing the search to compare the number of “hits.” Instructors review the exercise by having students share their search strategies, by comparing the number of “hits,” and by performing a demo on searching a subject heading. The library catalog is the database used to teach limiting searches by year, format, language, and location. For example, a keyword search on “mystery films” is limited by various criteria and the number of “hits” entered on the whiteboard. Exercises where groups perform different variations of a search actively engage learners in seeing how their search results vary depending on criteria. The session wraps up with a review about how “all databases offer advanced search screens” with Boolean operators, truncation symbols, limiting, and a way to search specific fields. Unravel 3 does not have a formal assessment, but does include the Reflections questionnaire discussed in the next section.

**ASSESSMENT**

Early sessions included a feedback questionnaire called Your Reflections to obtain student responses to all the Unravel workshops. Students were asked to identify something learned that was most useful, something that was not known about the library before, something about the
library they might share with others, and to list any other comments. Table 2 lists the top responses for each category.

For Unravel 1, the bibliographic management software called RefWorks was identified as the most useful thing learned, followed by the Research Quickstart subject guides and the MNCAT catalog. Branch library locations represent an area students did not know about before the workshop as well as the Point-to-Point campus delivery system. Students named RefWorks as something they would share with others along with navigating the library Web site and interlibrary loan services. This reveals that students value knowing about library facilities and tools that automate the process of creating bibliographies.

Those attending Unravel 2 workshops overwhelmingly list MNCAT as the most useful thing learned. Knowing how to distinguish between scholarly and popular articles was listed as useful, although less frequently than searching MNCAT. In response to the question on what was not known before the session, MNCAT again ranked first followed by the size of the University Libraries, using interlibrary loan, and searching for articles. Students continue to list MNCAT as something they would share with others, with fewer mentions of the Assignment Calculator and understanding scholarly versus popular articles. The frequent mention of MNCAT may be due to the significant amount of time on searching citations. Instructional librarians may wish to consider more exercises using the library catalog since this resource is less familiar to new generations of learners.

Comments also reveal the different abilities of learners who attend library workshops:

<table>
<thead>
<tr>
<th>Question</th>
<th>Unravel 1</th>
<th>Unravel 2</th>
<th>Unravel 3</th>
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</thead>
<tbody>
<tr>
<td>Most useful thing learned?</td>
<td>Refworks</td>
<td>MNCAT catalog</td>
<td>MNCAT catalog</td>
</tr>
<tr>
<td></td>
<td>Quickstart subject guides</td>
<td>Finding books and articles</td>
<td>Boolean</td>
</tr>
<tr>
<td></td>
<td>MNCAT catalog</td>
<td>Scholarly vs. popular</td>
<td>Truncation</td>
</tr>
<tr>
<td>Not known before the session?</td>
<td>Branch library locations</td>
<td>Using MNCAT</td>
<td>Not applicable</td>
</tr>
<tr>
<td></td>
<td>On campus delivery</td>
<td>Size of library system</td>
<td></td>
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<td></td>
<td></td>
<td>Interlibrary loan</td>
<td></td>
</tr>
<tr>
<td>Recommend to others?</td>
<td>Refworks</td>
<td>Using MNCAT</td>
<td>Not applicable</td>
</tr>
<tr>
<td></td>
<td>Navigating</td>
<td>Assignment calculator</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Web site</td>
<td>Scholarly vs. popular</td>
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<td></td>
<td>Interlibrary loan</td>
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I wish I would have taken this before my senior year!
Combine Unravel 1 and 2. 
There weren’t any moments where I felt bored.
Less activities and more information.
Need more time to cover everything in-depth.
Explain it like we don’t know.

Because Unravel 2 teaches specific competencies and has the most attendance, it includes a multiple choice criterion test to assess outcomes (Appendix B). Table 3 shows the percentage of successfully answered questions for quizzes during the fall and spring semesters for two years.

The percentages for correct answers are similar for all semesters from Fall 2003 to Spring 2005. This confirms the overall consistency in the delivery of the lesson plan by a diverse group of instructors. Some variation does occur in the scores for question eight, identifying the audience of scholarly articles. This could suggest revising the quiz since some of the multiple choices are plausible. However, students selected “popular articles”—the least correct choice—on 42% of the quizzes during the 2004/05 semesters which suggests less consistency in teaching this section of the lesson plan.

<table>
<thead>
<tr>
<th>Questions and Teaching Points</th>
<th>Percentage 2003/04 (N = 923)</th>
<th>Percentage 2004/05 (N = 1160)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Chooses subject guides as way of selecting article indexes with different perspectives</td>
<td>74</td>
<td>79</td>
</tr>
<tr>
<td>2. Selects article index as tool that gives list of articles</td>
<td>73</td>
<td>74</td>
</tr>
<tr>
<td>3. Names Academic Search Premier as database to start searching for articles on a topic</td>
<td>70</td>
<td>65</td>
</tr>
<tr>
<td>4. Distinguishes between article indexes that include full text versus those with citations only</td>
<td>91</td>
<td>92</td>
</tr>
<tr>
<td>5. Searching journal titles in the catalog to locate articles</td>
<td>53</td>
<td>52</td>
</tr>
<tr>
<td>6. Searching MNCAT catalog to find out what library owns</td>
<td>85</td>
<td>86</td>
</tr>
<tr>
<td>7. Selects call number, location, and library as criteria for locating journal/magazine/newspapers at the library</td>
<td>81</td>
<td>78</td>
</tr>
<tr>
<td>8. Selects scholarly articles as those written for experts in a particular field</td>
<td>79</td>
<td>51</td>
</tr>
</tbody>
</table>
The competency students struggle to demonstrate is searching library catalogs for periodical holdings to match an article citation. Only half of the scores are correct for question five, searching by the title of the journal/magazine/newspaper to find out if the University Libraries owns an article. Despite reinforcing this teaching point and practice exercises, the low scores show how difficult the concept of a library catalog is for freshman regarding article-level information. Instructors who reinforce searching the catalog for journal titles to find articles throughout their lesson tend to have higher scores for this question.

The criterion test is an excellent tool for instructors to evaluate their teaching effectiveness and spot weak areas in covering the content in the lesson plans. Straying from the lesson plan, not reinforcing teaching points, and running out of time are common pitfalls.

Successful teachers also develop the ability to talk to freshmen at their level and convey a sense of fun and excitement.

CONCLUSION

One-shot workshops and orientations typically cover too much information and rely on passive learning. The Unravel workshops are designed to assist freshman students in getting started on their research assignments by limiting content to what these users “need to know” instead of many “nice to know” library resources and search skills. Lesson plans for library instruction are organized into “chunks” so that teaching content is presented, applied, and include opportunities for reflection and feedback from students. Active learning techniques allow students with different learning styles to gain information literacy competencies by seeing, doing, reading, and talking.

Instructional librarians should consider including segments on identifying scholarly publications. Students do not have a good understanding of scholarly sources and faculty respond enthusiastically to refreshers on scholarly sources. The “chunk” for scholarly versus popular articles has been used by other librarians at the University of Minnesota Libraries for subject-related instruction and for sessions aimed at adult students in professional programs.

A major benefit of structured lesson plans like the Unravel workshops is the involvement of graduate students, interns, and other staff who become effective instructors. Numerous sessions are scheduled without placing the demand on a single instructor. Consistency is achievable when new instructors serve as rovers for their peers and
learn to teach from a structured outline. Coordinating with instructors for a writing course like English composition to require certificates of attendance is an effective way to maintain enrollment in the library workshops which can be scheduled outside of class time.

REFERENCES


Received: 01/27/06
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Accepted: 07/19/06

doi:10.1300/J106v14n01_07
LUMINA has a tremendous amount of information. This exercise is designed to help you explore the depth and breadth of this resource.

1. Find if the Architecture Library is open on Sundays.
   - Yes  No *(circle one)*

2. Where would you go to find out the proper format to use for your bibliography (for example you have used an article to write your paper and you have to include it in your bibliography and your instructor has told you to use “APA Style”)
   - Name of Web site:
   - URL:

3. You’ve been assigned a paper to write on archaeology and want to find a list of recommended places to start your research. Find this Web site on LUMINA and write down a recommended encyclopedia here.
   - Recommended encyclopedia:

4. Find the form you need to submit an Interlibrary Loan request for a book.
   - URL:

5. Is Point to Point available from the Bio-Medical Library to Wilson Library? (Note: Point to Point will deliver your books from one library on campus to another library on campus that might be more convenient for you.)
   - Yes  No *(circle one)*

6. Find if there’s a FAQ on group study space in Wilson.
   - Yes  No *(circle one)*
APPENDIX B

Name _______________________________
Date  ______________

HOW WELL DID WE TEACH YOU?

Unravel 2: The Research Process

1. ________ is good to use to help you select article indexes with different perspectives (i.e., business or environment)
   a. Assignment Calculator    b. Research QuickStart    c. An article index
   d. LUMINA

2. Searching in ________ will give you a list of articles that have been published on your topic
   a. An article index    b. MNCAT    c. A library catalog
   d. the Assignment Calculator

3. A good starting place to search for articles on your topic is in ________
   a. Subject headings    b. MNCAT    c. Academic Search Premier Index
   d. A library catalog

4. Some article indexes provide the __________ of the article, while some only give you the citation of the article.
   a. Record    b. Full-text    c. Subject    d. Index

5. To find out if the U of M Libraries own the article you want, you need to search by the __________ in MNCAT.
   a. Title of the article    b. Title of the journal/magazine/newspaper
   c. Author of the article    d. Any of these

6. To find out what is owned by the U of M Libraries, you should search __________.
   a. LUMINA    b. Academic Search Premier Index    c. MNCAT
   d. Research QuickStart
APPENDIX B (continued)

7. To locate a book or journal/magazine/newspaper in the library at the U of M, you will need the _________.
   a. Call number  b. Location in library  c. Library name  
   d. All of these

8. ________ articles are normally written for experts in a particular field.
   a. Scholarly  b. Journal  c. Popular  d. Citations of
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