

impacting a high-impact practice:

how are librarians teaching and
assessing first-year instruction?

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learning outcomes

recognize what librarians are teaching and assessing at the first-year.

identify best practices in (first-year) library instruction and assessment.

critique your own teaching in first-year courses.

What
percentage of
your teaching
time involves
first-year
students?



why should we care



first-year library instruction



the survey

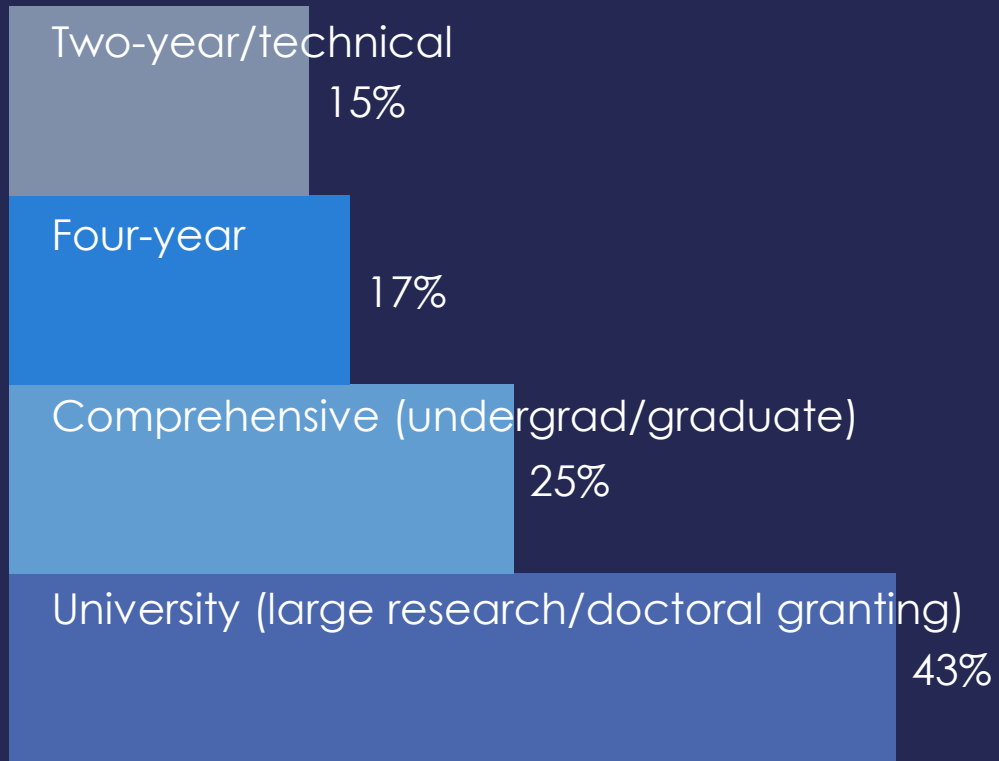
Administered in 2019 (pre-COVID).

N = 168

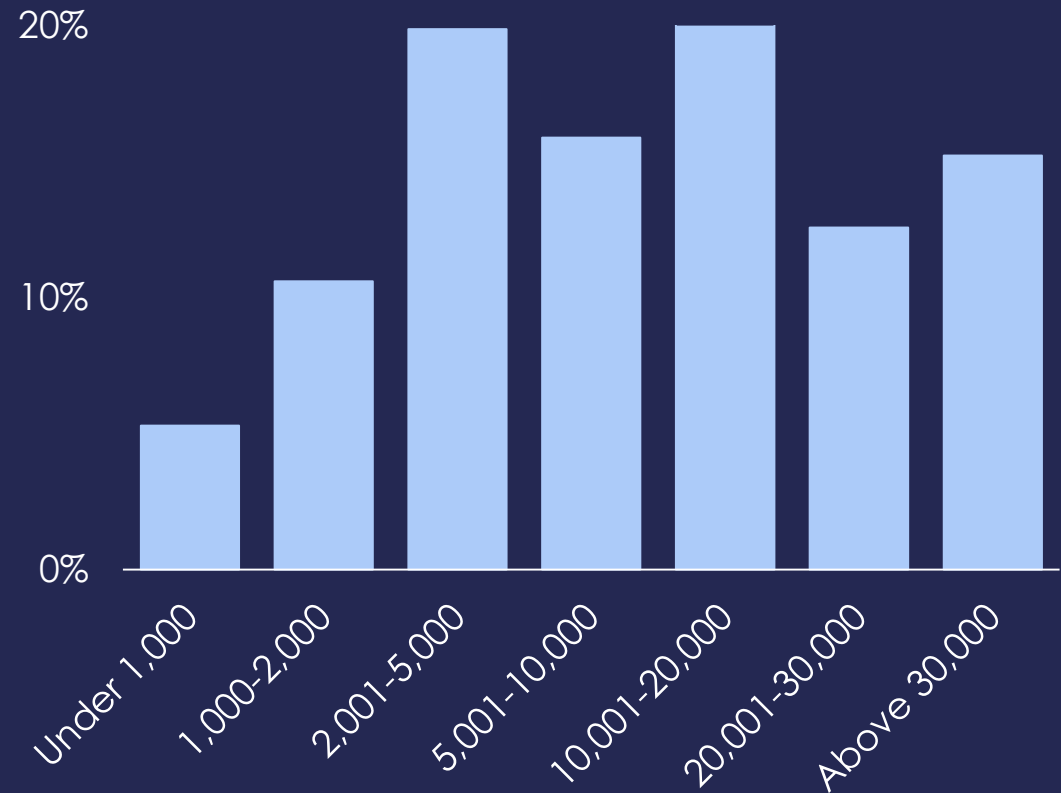
Respondents were Librarians and paraprofessional employees with an interest in Information Literacy who identified as teaching first-year students.

demographics

Institution Type

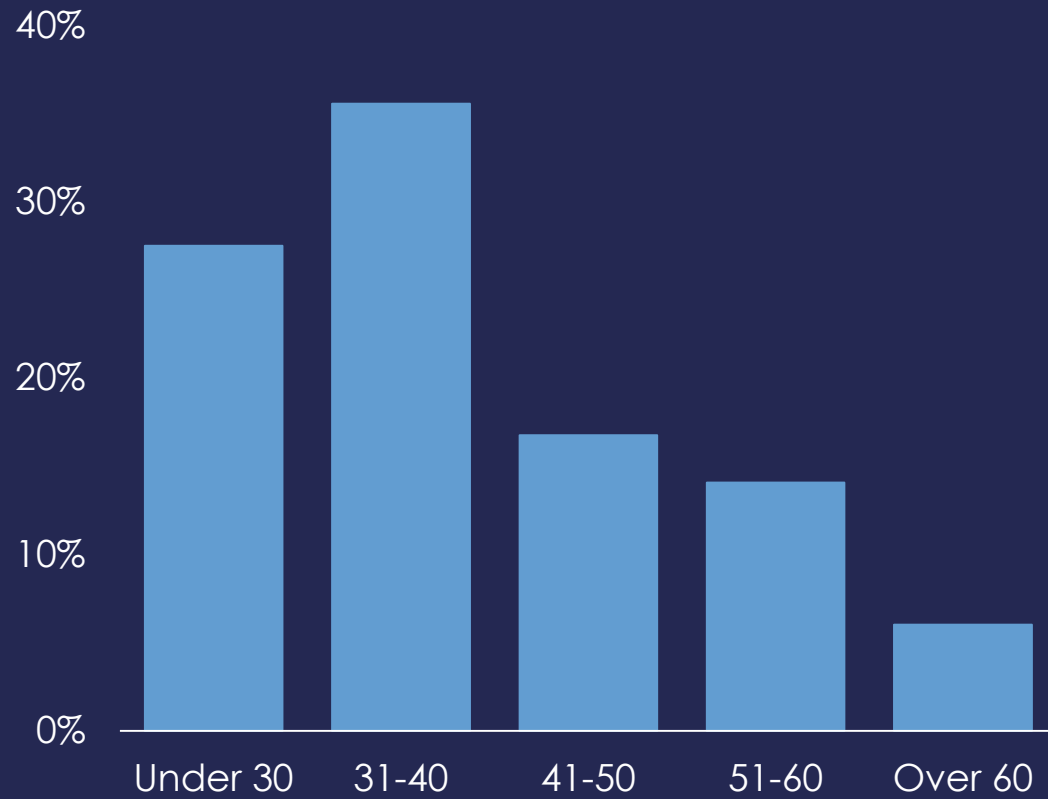


Student FTE

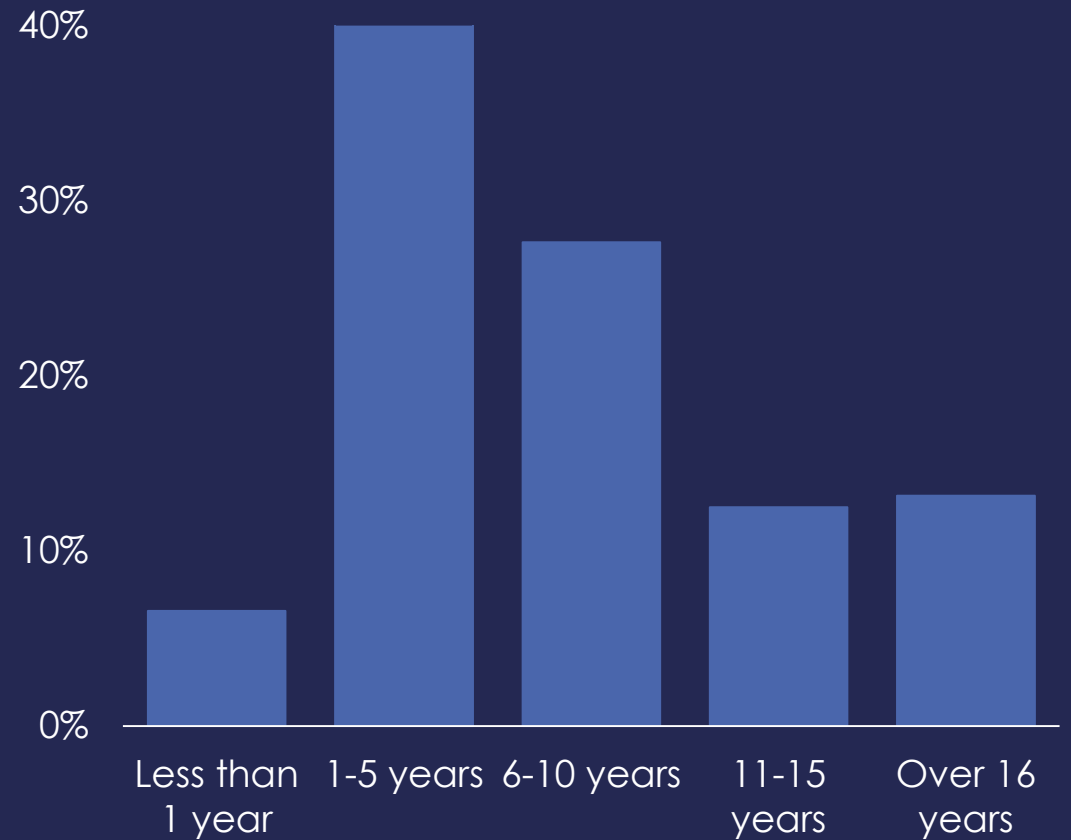


demographics cont.

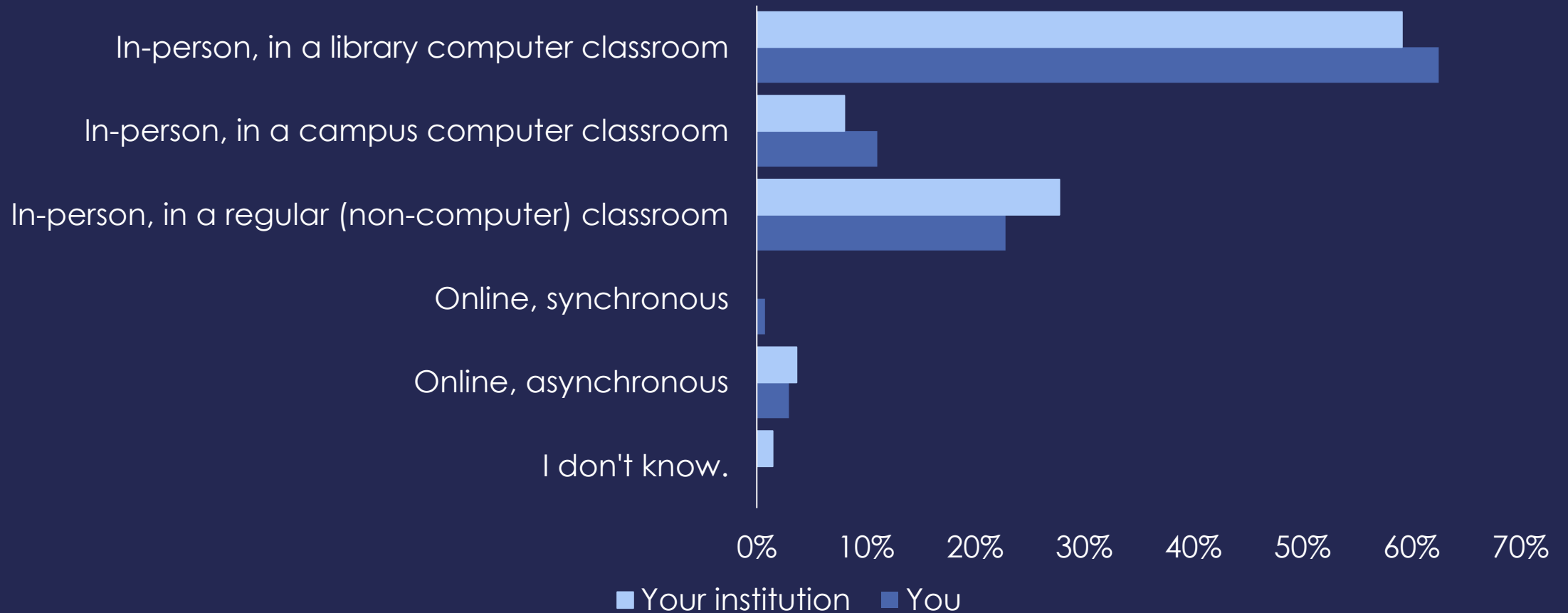
Respondent Age



Number of Years Teaching



how is the bulk of first-year instruction delivered?



What about your
situation?

How has COVID
changed that?

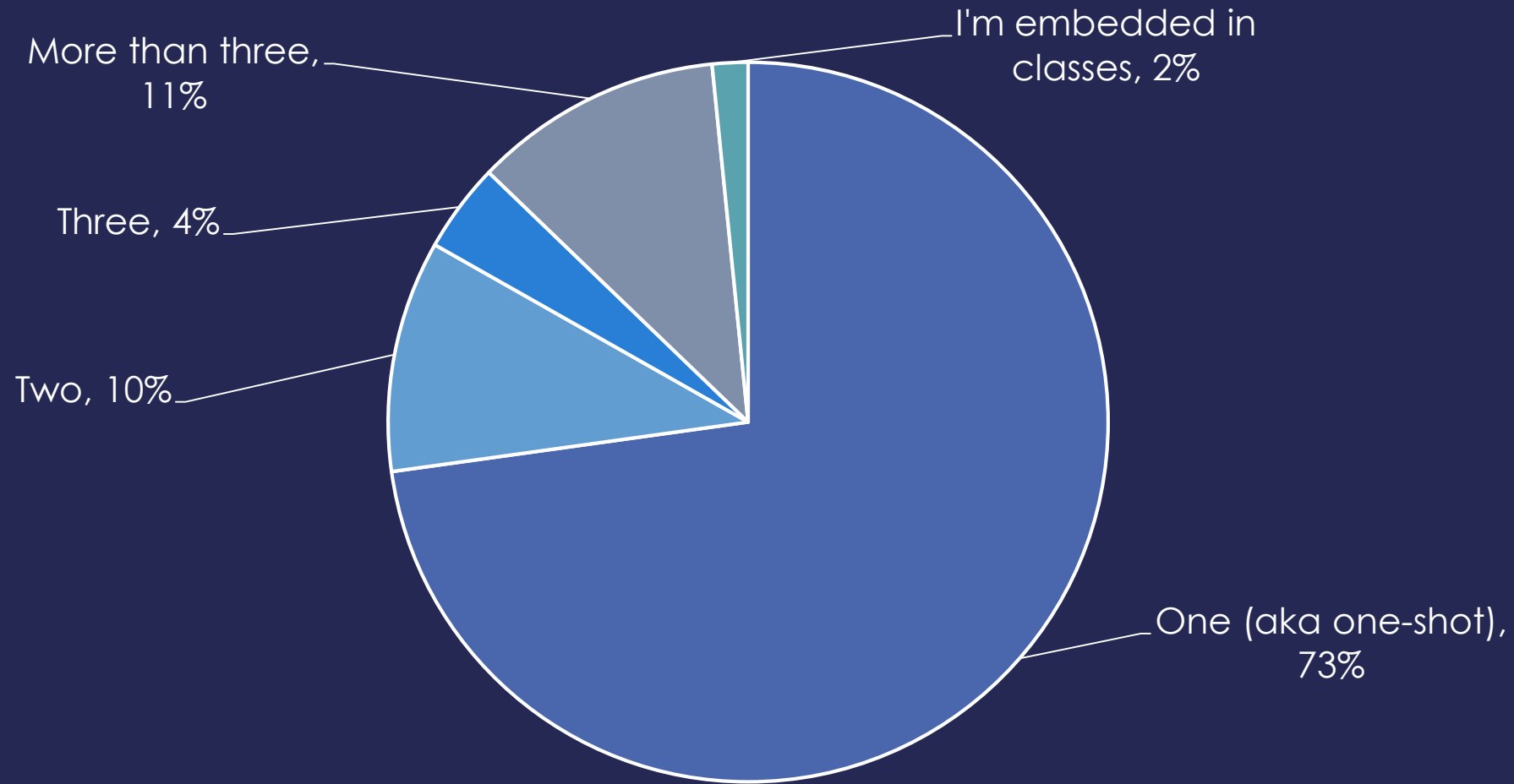


what/how are librarians teaching
and assessing at the first-year?

vs

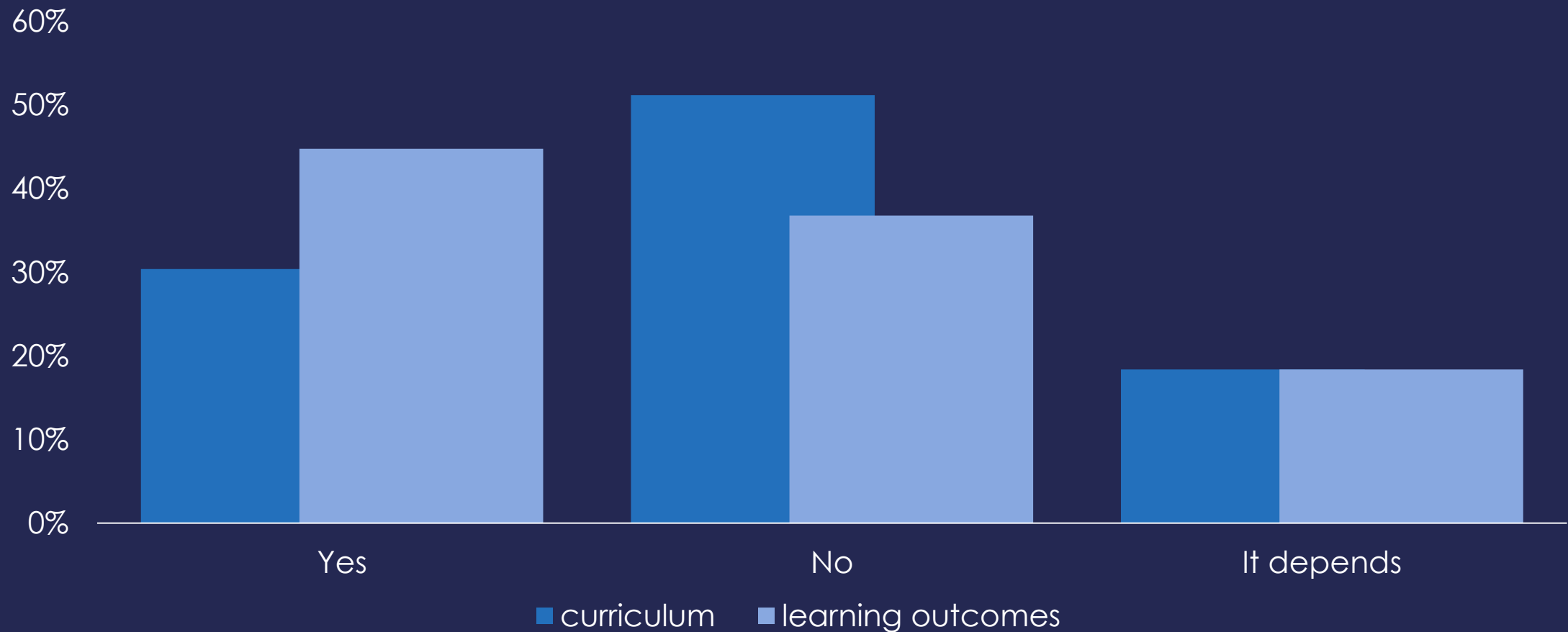
best practices in (first-year)
instruction and assessment

how many sessions do you normally teach to a first-year class?



best practice

my library has common first-year curriculum or learning outcomes.

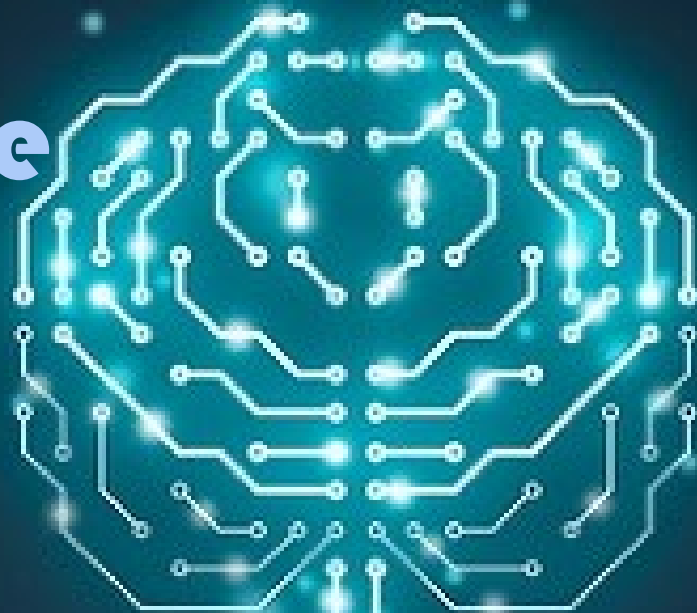


What about your
library?

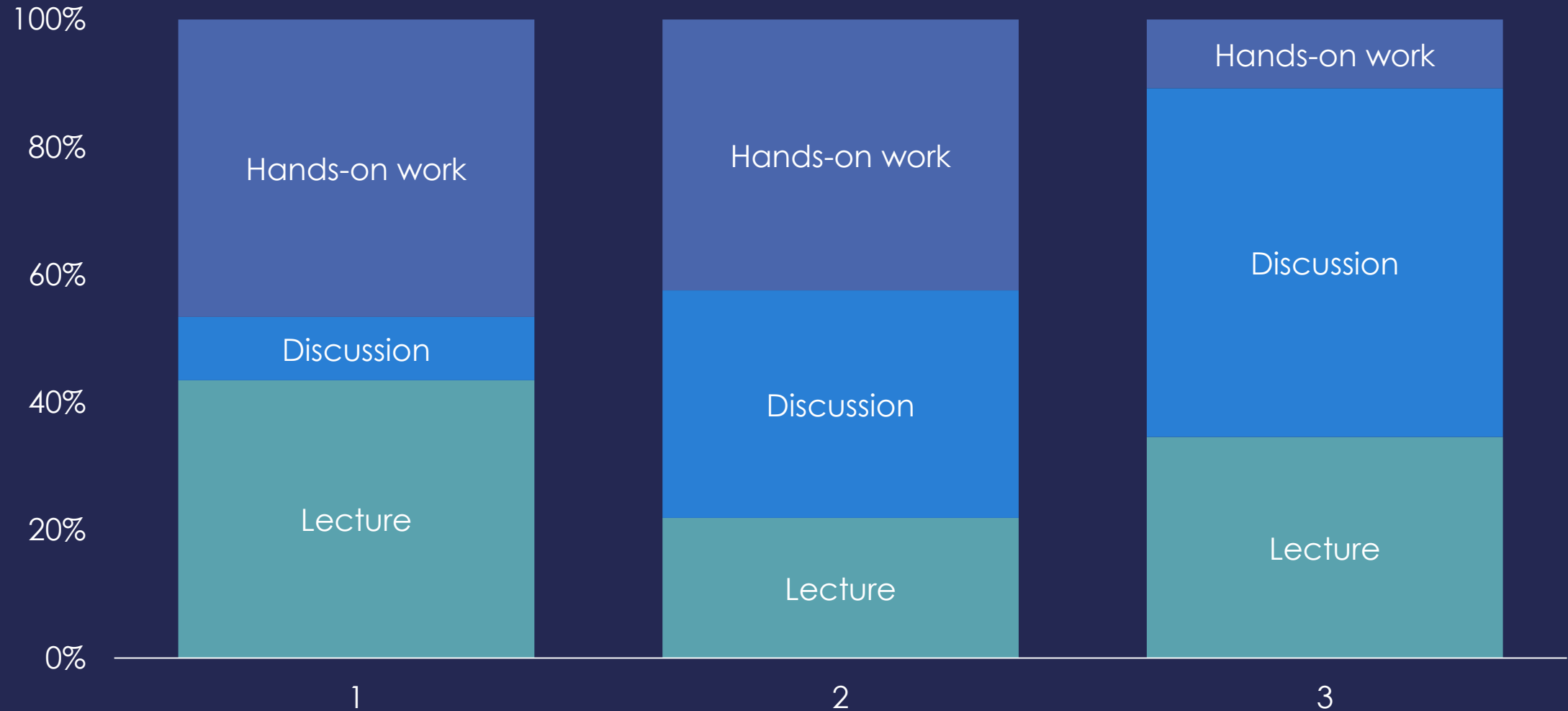
How has COVID
changed that?



best practice



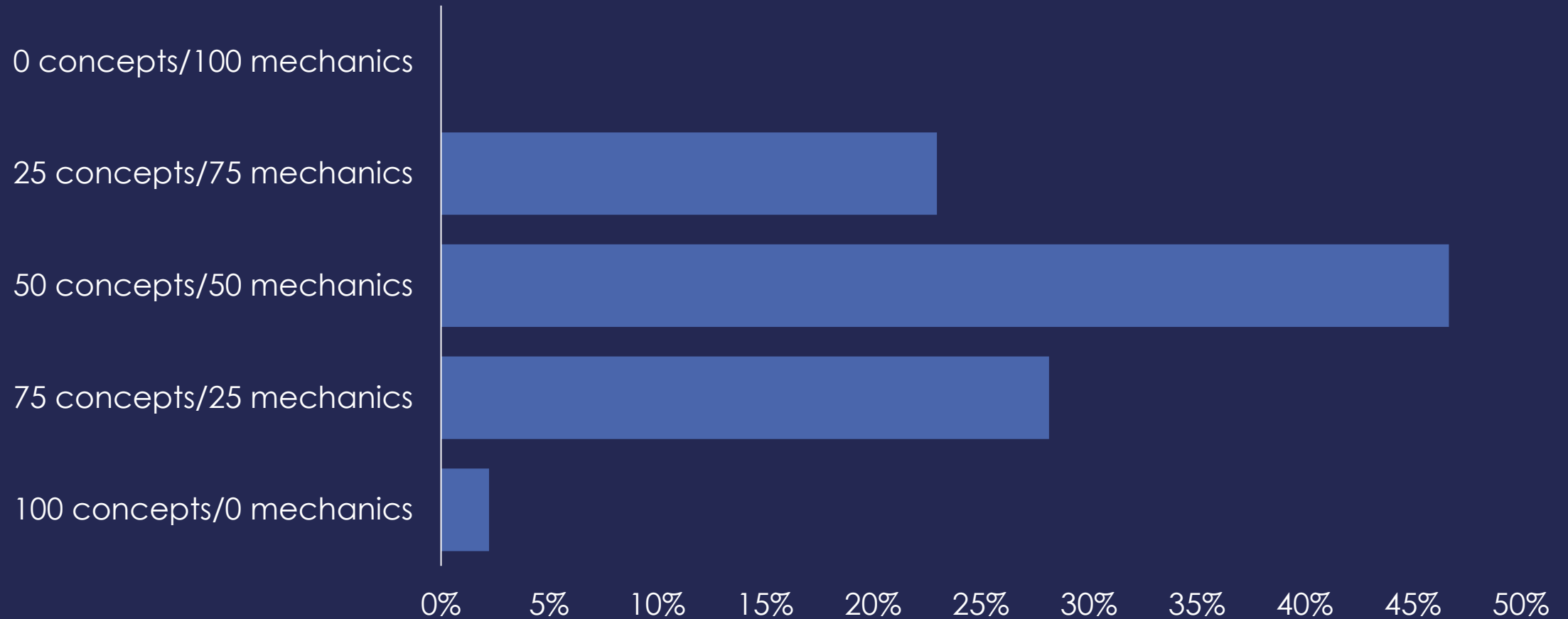
how do you devote class time?



best practice



concepts vs. mechanics taught



best practice

regularly taught mechanics



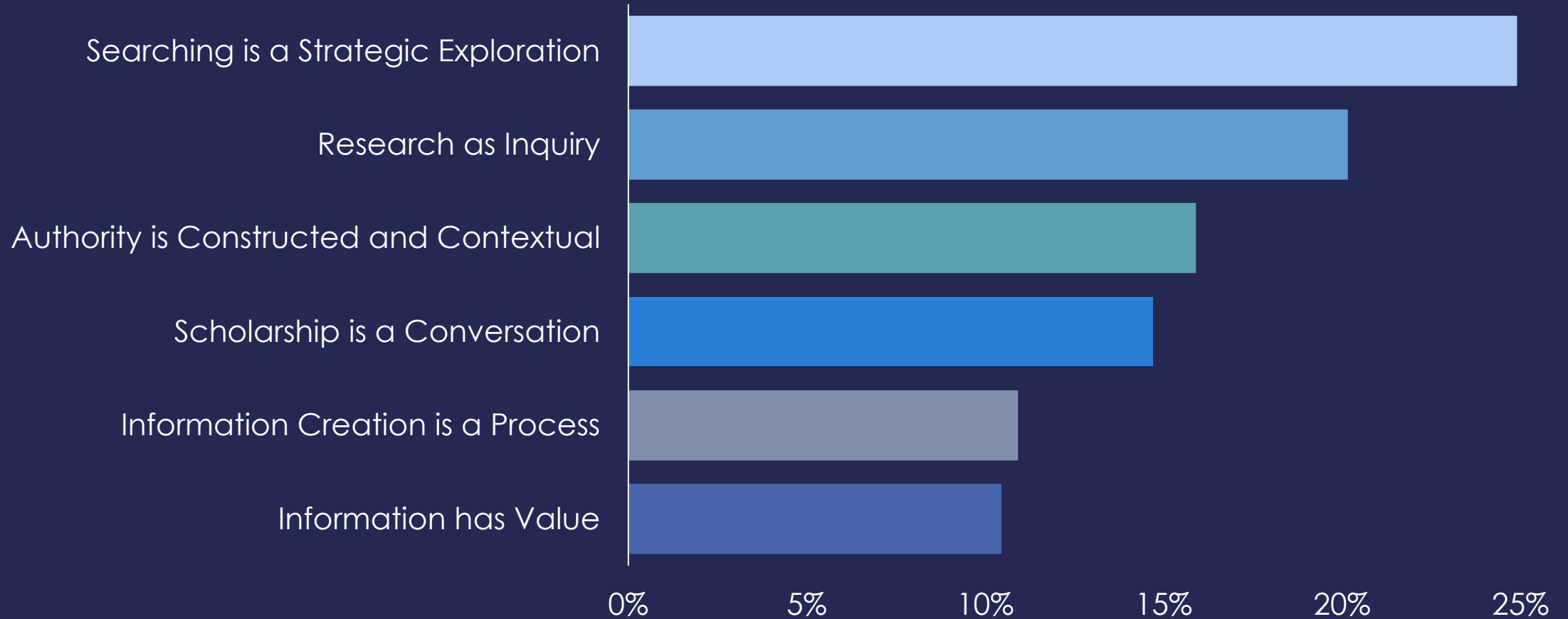
best practice



What do first-year students really need to know?

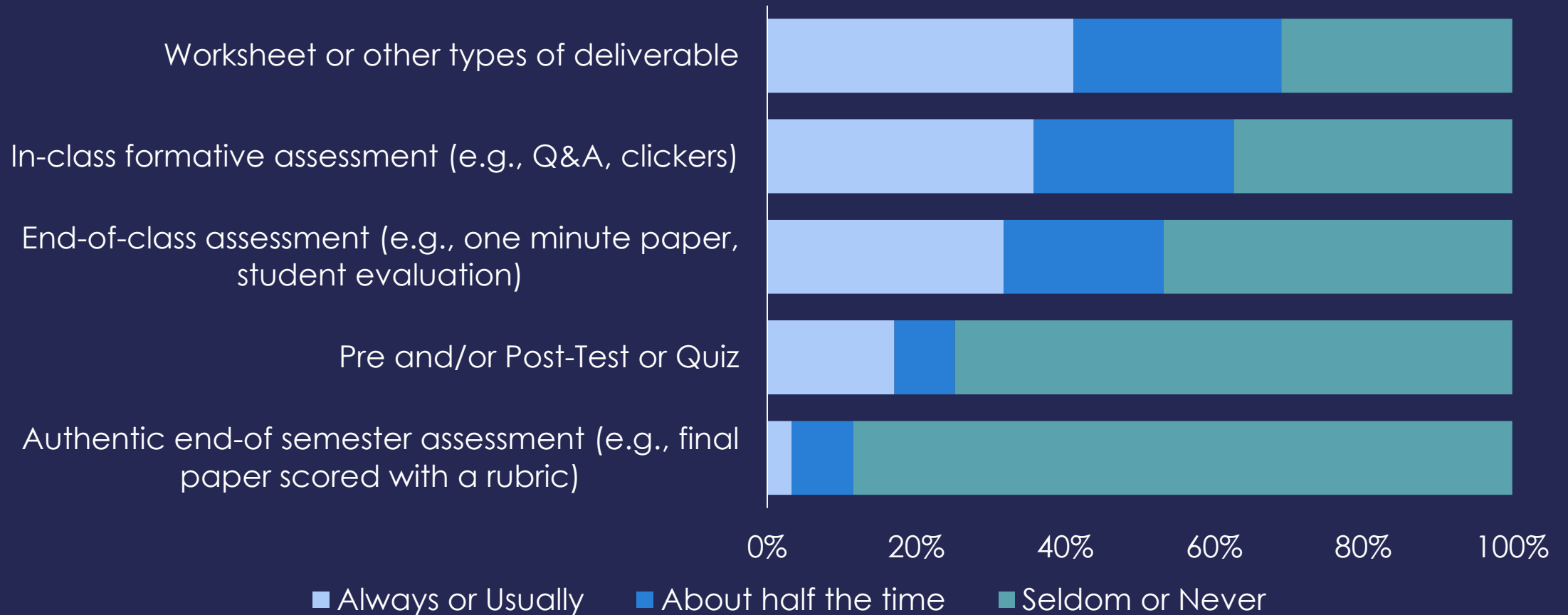


frames taught to first-year students



best practice

use of assessments in teaching



best practice



your own
teaching



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thank you!

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