

Adopting the Amazing Library Race



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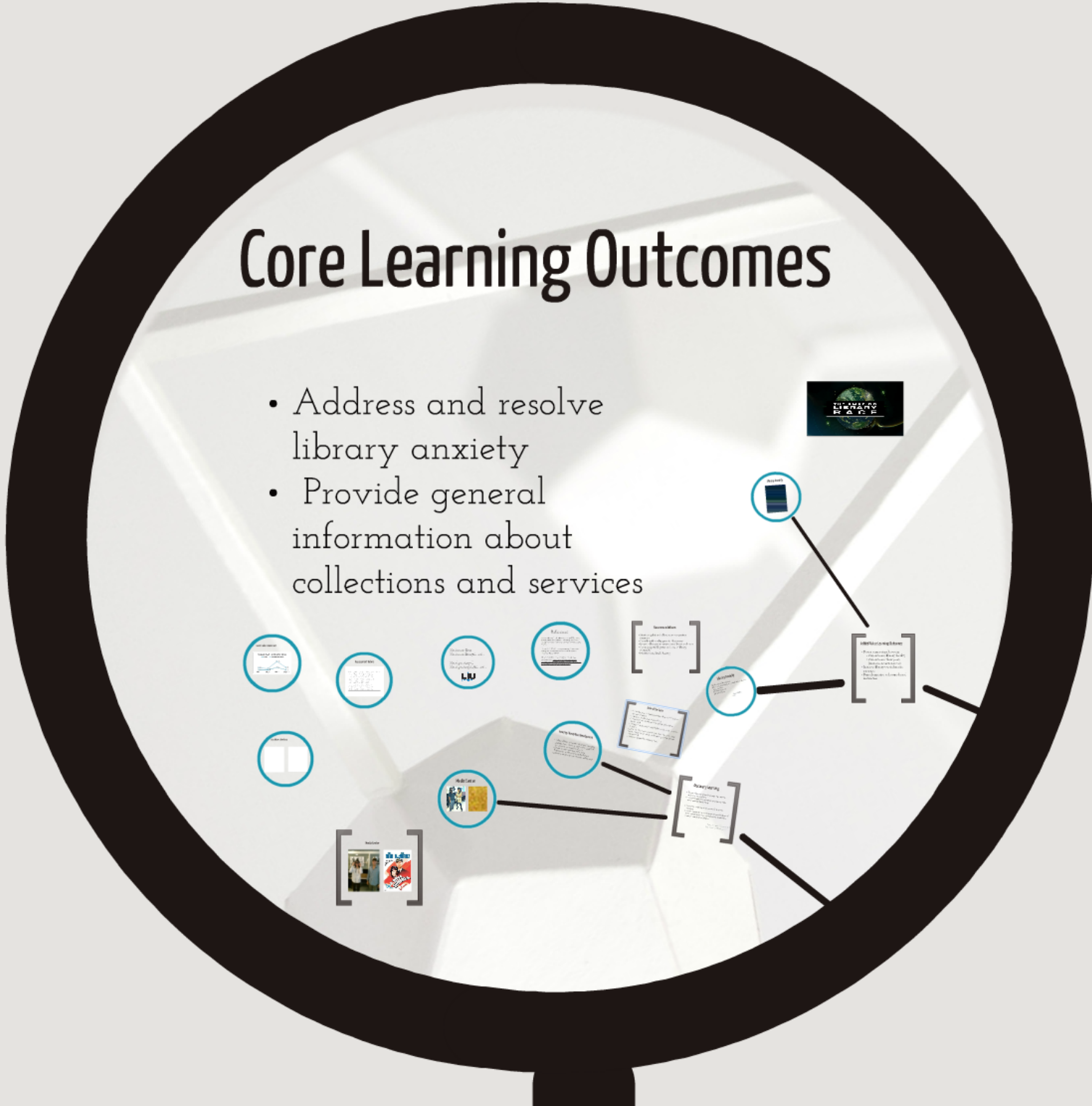
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Rules of the Game

- 80 students in 6 classes participated in the 50-minute one-shot sessions
- Assemble students in teams of 3-4
- Make sure one person in each group has a smart phone/iPad
- Distribute answer sheets and direct each team to create a name
- Each leg of the race has its own envelope with tasks
- Each task must be completed correctly before groups can proceed
- Distribute prizes for winning team

[illegible]

- [illegible]



Added Value Learning Outcomes

- Foster connections between:
 - students and library faculty
 - students and their peers
(increase retention rates)
- Increase library's social media presence
- Fun alternative to lecture-based instruction

Library Anxiety



Library Anxiety

- (1) the size of the library
- (2) a lack of knowledge about where things were located
- (3) how to begin
- (4) what to do

- Constance Mellon,
1986

Discovery Learning

- Knowledge is acquired through exploration and problem-solving
- Activities strive to integrate new knowledge with existing knowledge
- Discovery learning is one method of active learning
- Active learning places students at the forefront of their learning process; contrasts with traditional passive learning techniques

- Tracy Bicknell-Holmes and
Paul Seth Hoffman, 2000

Amazing Library Race Development

- Adapted from Katherine O' Clair's "Amazing Library Race," initially unveiled at LOEX of the West in the summer of 2012
- Covers Internet research, circulation department, media center, and reference
- Exciting, competitive, interactive, informative

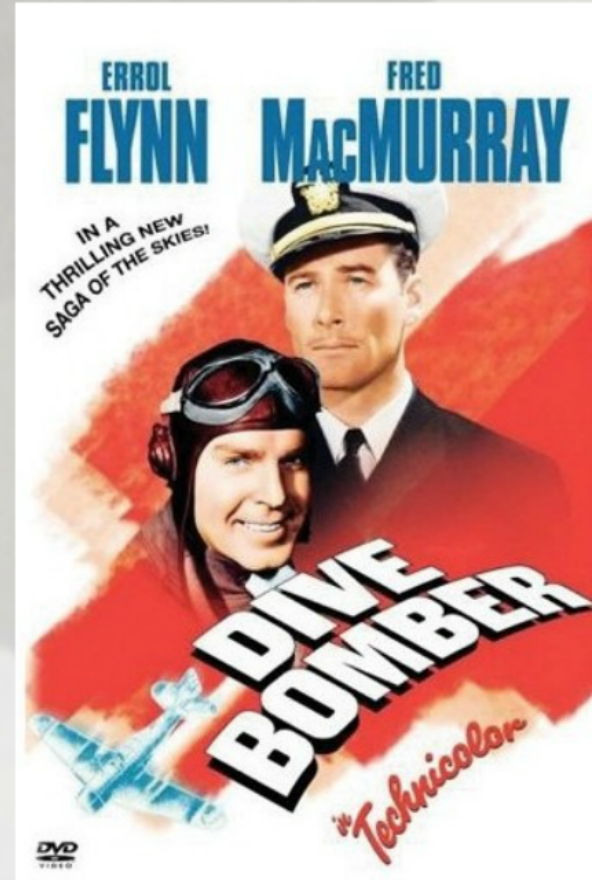
The background is a composite image. The central part shows a view of Earth from space, with the Western Hemisphere visible, including North and South America. Several thin, golden lines represent satellite orbits or data paths. Overlaid on the top left of the Earth is a network diagram with a central node and many radiating lines. A black rectangular box is centered over the Earth, containing the title text in white. In the bottom right corner, there is a small, circular logo that resembles the CBS eye.

THE AMAZING LIBRARY RACE

Media Center



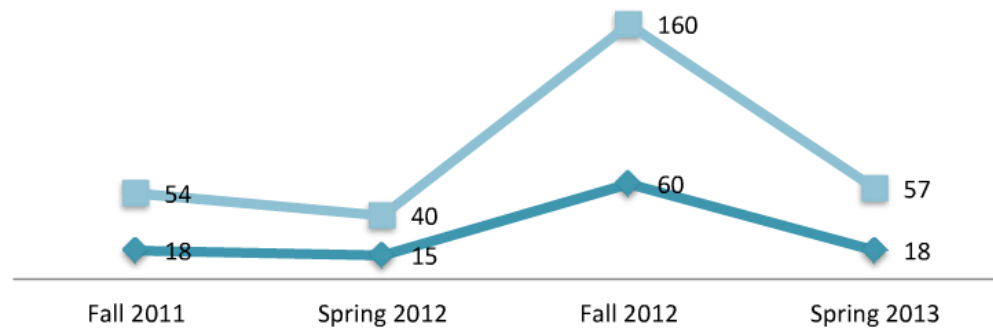
Media Center



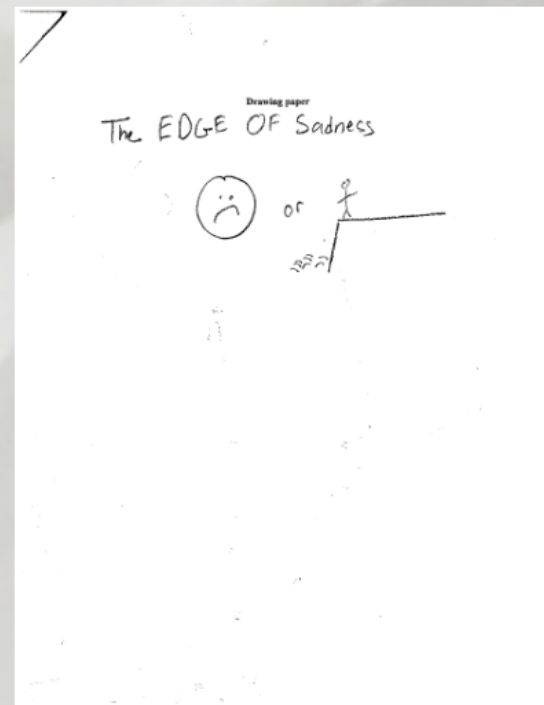
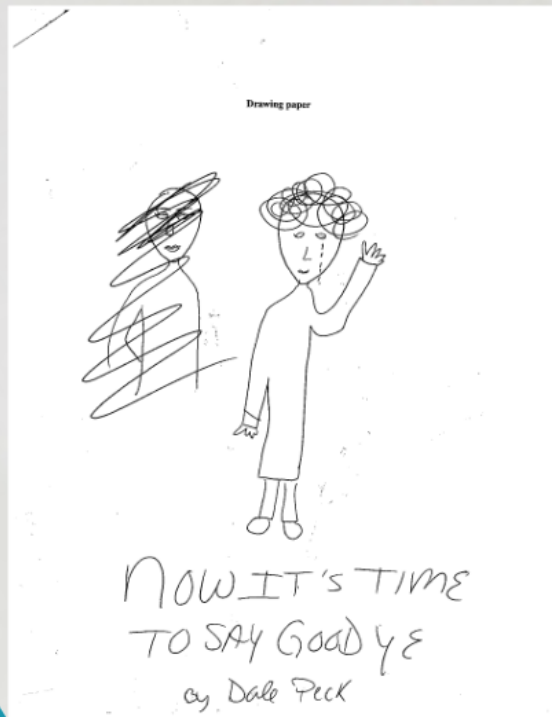
Social media assessment

Facebook Reach - LIU Brooklyn Library

◆ New Likes ■ People talking about this page



Circulation Adventures



Assessment Rubric

Indicators	Beginning	Developing	Exemplary	Data source	Rating/Notes
Student to student engagement	Less than 50 percent of students in the class collaborate on tasks	Fifty percent or more of students in class collaborate on tasks	90 percent or above of students in class collaborate on tasks	Observation during workshop	
Student to library faculty engagement	Students in class have minimal interaction with library faculty	Students in class have some interaction with library faculty	Students in class have extensive interaction with library faculty	Observation during workshop	
Student comprehension of workshop activities	Fewer than 50 percent of class correctly completes all tasks	Fewer than 75 percent of class correctly completes all tasks	90 percent of class or above correctly completes all tasks	Student answer sheets	
Teaching faculty satisfaction	Faculty express dissatisfaction with workshop	Faculty express moderate satisfaction with workshop	Faculty express great satisfaction with workshop	Survey	
Student engagement with library social networks	Students do not send instructors photos to post on library Facebook page	Students appear uncertain but send instructors photos to post on library Facebook page	Students appear enthusiastic and send instructors photos to post on library Facebook page	Observation during workshop	
Timeliness of student responses	Fewer than 50 percent of class correctly completes all tasks on time	Fewer than 75 percent of class correctly completes all tasks on time	90 percent of class or above correctly completes all tasks on time	Observation during workshop	

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