

UNCHARTED NARRATIVES

USING STUDENT STORIES
AS A COMPASS



Presented by: Kate Costello, Nadia Orozco-Sahi, Adrienne Warner

Slides: tinyurl.com/loexstudentstories



AGENDA

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Introduction

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Activity

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Story Project 1

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Story Project 2

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06

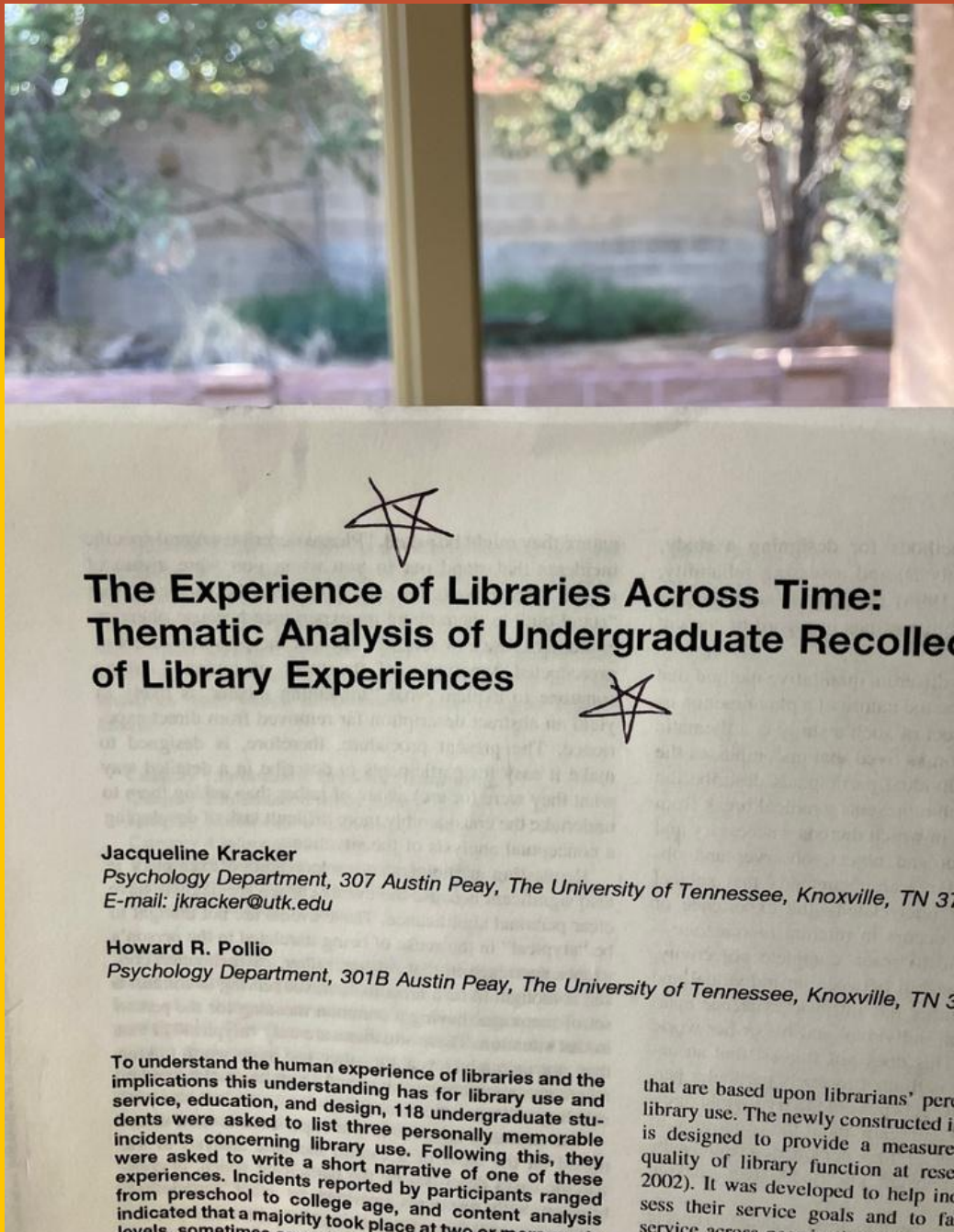
Q & A





BACKGROUND

BACKGROUND: 2023



The Experience of Libraries Across Time: Thematic Analysis of Undergraduate Recollections of Library Experiences (Kracker & Pollio, 2003)

BACKGROUND: 2024



Arts in Community Series
QUALITY ARTS ENGAGEMENT

 University of Kentucky
College of Agriculture,
Food and Environment
Cooperative Extension Service

Story Circles: A powerful engagement technique
BY DR. NICOLE BREAZEAL, Department of Community & Leadership Development

BACKGROUND: 2024



it was fun.

Having something to do and locking in academically

Yes I do when I was little I remember that that book fairs!

scholastic book fair!

I was maybe like 12 and my sister and my mom were picking out a book in the library and my little sister was so excited because my mom would read every book on the shelf to her so she could find the right one for her.

elementary school

going with my mom to check out books every week when i was a little kid

There were always posters around that said "READ" with celebrities in them.

my mom to finish work

playing board games with friends during free time in school

I would often go to the activities at my local children's library and when I got older I would take the kids I babysit to those same activities.

Going to my local library and knitted scarfs and going

Class trips to the library to how to search for books

I had a similar experience we went to the library a f and we never went back books we borrowed and them back.

BACKGROUND: APPROACHES



- Library instruction and information literacy instruction
- Annemaree Lloyd's Theory of Information Literacy (2017)
- Embodiment, sensory studies
- Belonging and increasing identity safety
- Funds of knowledge



THINK. PAIR. SHARE.

Think about an early library memory. What happened? What makes this memory important to you now?

1
min

Think

On your own.

4
min

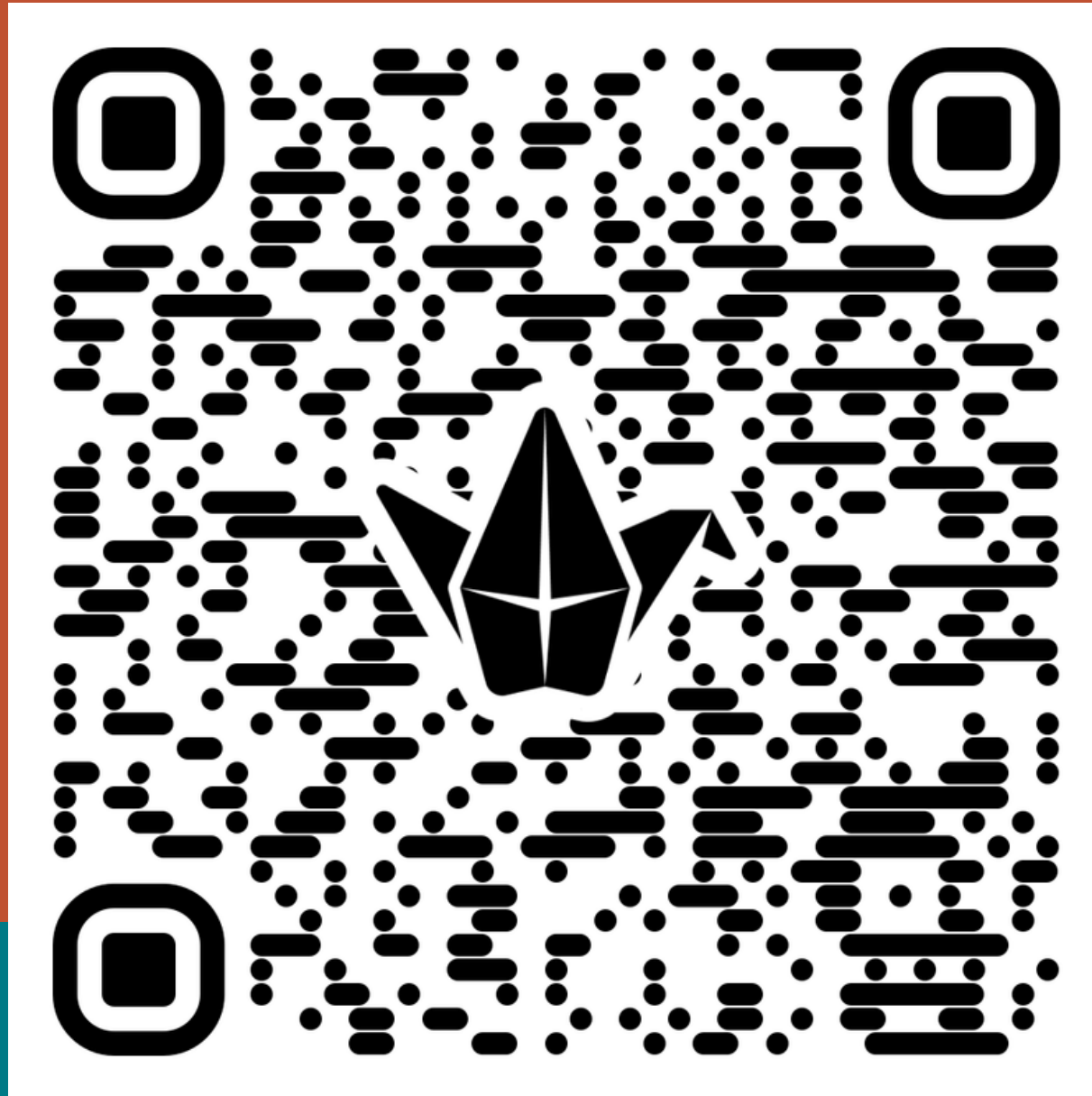
Pair

With a partner (or partners), share your stories. Do you notice any similarities?

2
min

Share

What did you notice during your discussion?



**PADLET:
SHARE A MEMORY**

[TINYURL.COM/LOEXSTUDENTSTORIESPADLET](https://tinyurl.com/loexstudentstoriespadlet)



STORY PROJECT 1:

ONLINE GALLERY PROJECT

IMPLEMENTATION: SURFACING THE STORIES



- Undergraduate success stories
- Positive and productive library experiences
- Familiarity with library services and spaces
- Willing to share their perspectives and be included in the library ecosystem



IMPLEMENTATION: SURFACING THE STORIES



- More focused on experience, rather than process
- Agency in participation
- 8 questions total, 3 minimum
- Centering student expertise as the most valuable resource



INSTRUCTION PRODUCT: HONORING THE STORIES

- Words
- Experiences
- Choice of representation
- Exclusion

Amaya Castenda



Psychology
Grants, NM

What's something you figured out how to use in a UNM library or through the website?
How to access articles and how you just being a student gets you access to resources at UNM but through other universities as well.

Did anyone give you advice about the UNM library that was useful?
The librarian showed me how to access and request articles through other universities and how I could do it just because I am a student. How I do not only have the UNM Library website to get articles but other as well and as long as I am a student and sign in and request articles, it is unlimited what resources I need for my academics or interests.

Has there been an assignment or project of which you are proud, that helped you discover something about a UNM library?

Bridget Simpson



Philosophy & Psychology Major, Chem Minor
Albuquerque, NM

Charles Aguirre



Psychology, Health Medicine Human Value
Gallup, NM

Lauren Reddington



Maria Clara Pedroza Santos



Economics
Brasilia, Brazil

En Otero-Symphony




Through the Library Doors

Student stories that bring the library to life

motivation it gives to study and to do good.
Another memorable thing is preparing at the library for big assignments or the end of the semester, it was just a vibe that was there and something I will always remember.

INSTRUCTION PRODUCT: INTEGRATING THE STORIES

- Learning Objects
- Passive Programming
- Donor Outreach



Through the **Library** Doors

Student stories that bring the library to life

STUDENTS TAKE THE HELM





STORY PROJECT 2:

LIBRARY LIFE INTERVIEW RESEARCH

LIFE HISTORY RESEARCH: IMPLEMENTATION



- How can we know our undergraduate students better?
- How have libraries been part of the course of their lives?
- Funds of knowledge as foundations of meaning?

SURFACING LIFE HISTORY STORIES



- How do we surface stories about libraries in the lives of our students?

We ask.

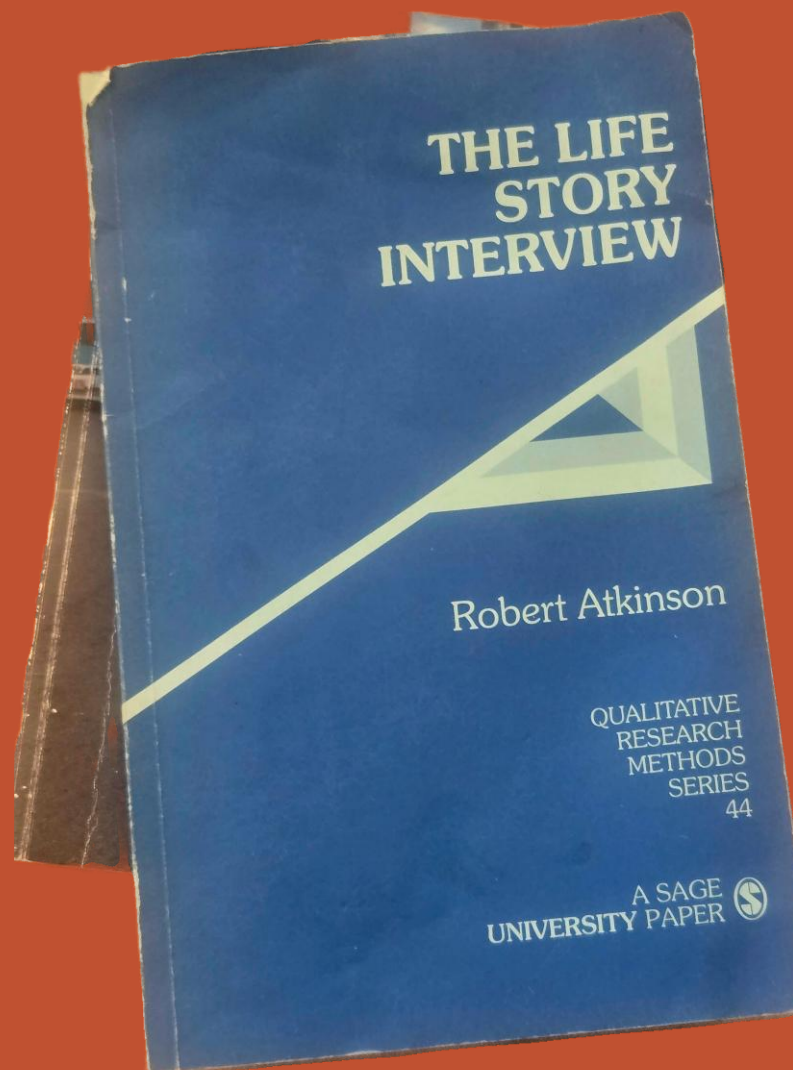
SURFACING LIFE HISTORY STORIES: METHOD



How Do We Ask?

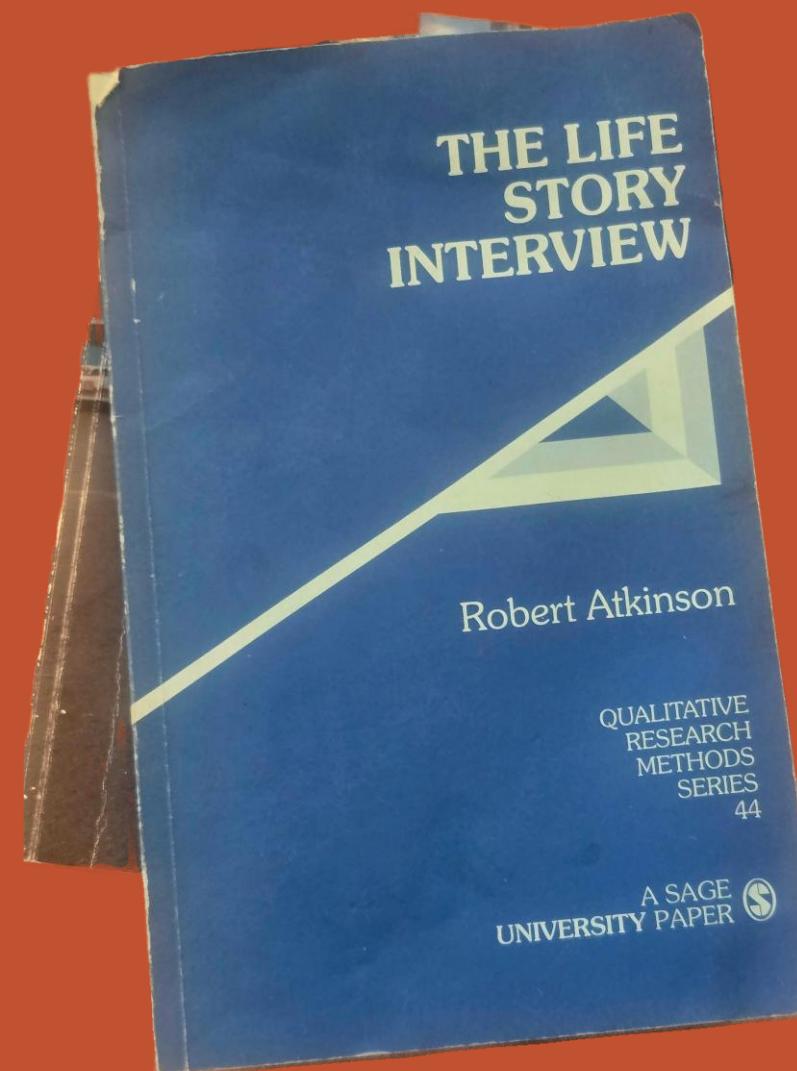
- Structured/semi-structured interviews
- Oral History

SURFACING LIFE HISTORY STORIES: METHOD



- The life of a person as they choose to tell it, as completely as they remember.
- What the teller wants other people to know.
- Usually with the guidance of an interviewer.

SURFACING LIFE HISTORY STORIES: METHOD

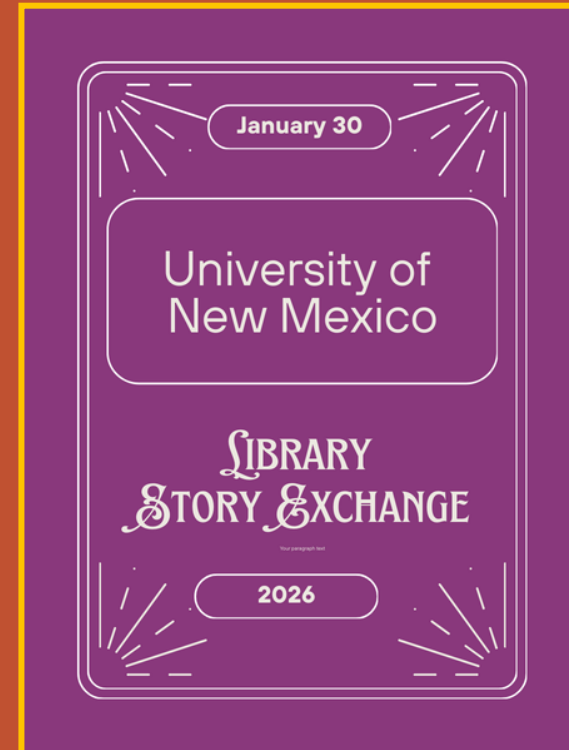


“Whatever form it takes, a life story always brings order and meaning to the life being told, for both the teller and the listener”
(Atkinson...).

SURFACING LIFE HISTORY STORIES: PARTICIPANTS

- Undergraduate students, 18 years or older, enrolled in at least one class in Spring 2026, had an experience in a library.
- Goal of at least ten interviewees.
- 11 completed interviews in May 2026.





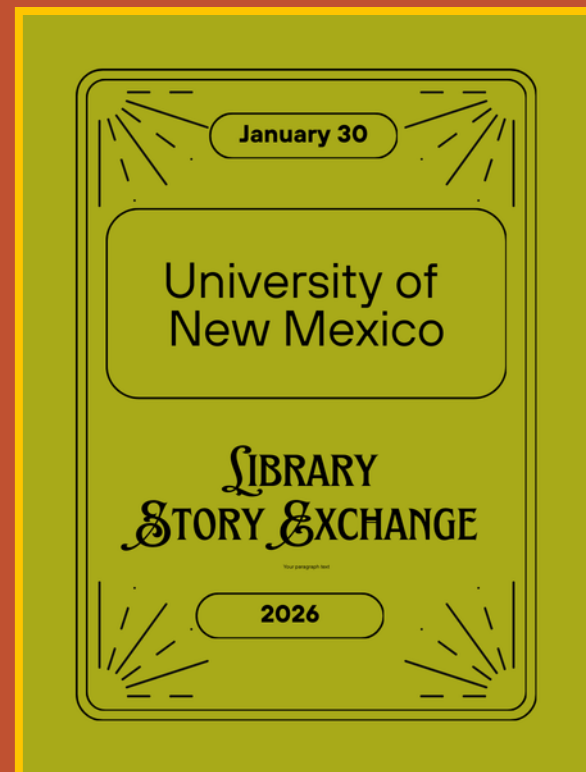
SURFACING LIFE HISTORY STORIES: RECRUITMENT

Means

- Digital Signage, Quarter Sheets
- Tabling, Research Clinic Announcements
- Outreach via Faculty, Event Lists

Steps

- Interest Form QR code
- Appointment Email
- One Hour Interview





SURFACING LIFE HISTORY STORIES: INTERVIEWS

“Tell me anything you would like about experiences you have had with libraries, from your earliest memories all the way up to today.”

HONORING STUDENT STORIES: BEST PRACTICES

- Wrong Theory Protocol
- Fewer Questions, Responsive Questions.
- Constraints Focus Priorities.



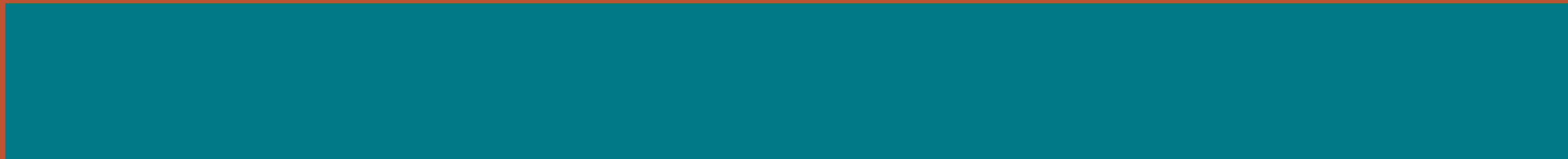
HONORING STUDENT STORIES: PRELIMINARY RESULTS

- Knowing library spaces and services.
- Early family connections followed by disruptions and rediscovery.
- Libraries as a social good, patronage as a social contribution.





WRAP UP



FINAL THOUGHTS



Lessons Learned

- Qualitative
- Opt-out and agency
- Event promotion

FINAL THOUGHTS



Why stories work

- Stories are sticky
- Stories connect us
- Stories empower
- Stories inspire action

THANK YOU

SLIDES: [TINYURL.COM/LOEXSTUDENTSTORIES](https://tinyurl.com/LOEXSTUDENTSTORIES) PADLET:



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RESOURCES

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https://digitalrepository.unm.edu/hulsman_research_award/

Zimmerman Library <https://sah-archipedia.org/buildings/NM-01-001-0020>

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