I felt like such a Freshman: Creating Library Insiders

Heather Jagman, DePaul University
Lisa Davidson, DePaul University
Lauri Dietz, DePaul University
Jodi Falk, DePaul University
Antonieta Fitzpatrick, DePaul University

Available at: https://works.bepress.com/heather_jagman/7/
Peer leaders lead discussions among insiders, and use this knowledge "to overwhelm affect regarding their academic experience can’t be done. The library can be crucial for me as a learner because it offers variety of different sources from which I can get information to support the evidence in my essays or it can simply serve as a quiet place to study and read

Outcome 2: Students will complete a successful search for material and check it out one time. 

Average = 3.1

More students (n=64, 65.8%) demonstrated evidence of an initial struggle or some difficulty in using library resources to find material (n=34, 34.2%). A large majority of these students were overwhelmed something new and intimidating, and therefore intimidated. I was relocated, through subsequent reflection and learning how my experience was able to do both: learn and have them reorganized or learn the library actually was.” (96)

Students reporting a “consultant” role did not demonstrate evidence of effecting using available library resources to find material. In terms of students, the group of students described for assistance, self-identified or use the library catalog (as directed by the assignment), and provided little evidence that were aware of how a library might be organized, if a student might need to help them. At least 60% indicated the experience when required, and 90% indicated it was more different than anticipated. Some students sought assistance immediately, while others sought assistance only after an initial setback. For some students they did their first experience finding a book in a library without the assistance of librarians or parent.

Outcome 3: Students will identify and articulate novel features of the academic library related to their prior experience with libraries (e.g., library’s physical layout and services).

Average = 2.8

Stage 3: Students read each essay, rated on a scale of 1 to 4, and organized the library actually is.” (95

Students reported an affective change towards library use, e.g. from anxiety to pride. Students reported an affective change towards library use, e.g. from anxiety to pride. Students reported an affective change towards library use, e.g. from anxiety to pride. Students reported an affective change towards library use, e.g. from anxiety to pride. Students reported an affective change towards library use, e.g. from anxiety to pride.

Outcome 4: Students will articulate at least one way the library can support their success as university learner.

Average = 3.6

Since the assignment directed students to find items, many students articulated that the library provides things (primarily books) which will support their academic success. Students also connected the presence of librarians and their study spaces to their success. For example “knowledge, most of the library requires a lot of research to be done. The library can be crucial to me as learner because it offers variety of different sources from which I can get information to support the evidence in my essays or it can simply serve as a quiet place to study and read

We invited to build students’ identity as scholars, and address their anxiety regarding space safety.

As communities unified with supporting DePaul academic success, students learned to value collaboration, cultivate a strong sense of belonging and on-going in social connections, develop a sense of certain habits of mind, like informational literacy, and foster a caring environment.

We would like to thank students for their commitment to Chicago and DePaul experience.

"I felt like such a Freshman!": Creating Library Insiders

The First Year Student Experience at DePaul University

Research by Brinkman, Gibson, & Jankowski (2013) reports that in general, commitment to first generation college students.

"I felt like such a Freshman!": Creating Library Insiders

"helpful," “kind” and “caring.”

Students reported an affective change towards library use, e.g. from anxiety to pride.

"I felt like such a Freshman!": Creating Library Insiders

"I felt like such a Freshman!": Creating Library Insiders

"I felt like such a Freshman!": Creating Library Insiders

Future Directions:

What can we learn from what students say? We are looking forward to using qualitative analysis in order to

Build an empirical basis for understanding how first-year students may engage with ARL threshold concepts in information literacy in their own way.

Explore how new college researchers situate their academic identities through narrative.

We invite feedback on our next essay version, or contact us via email at research@depaul.edu.

We invite you to build students’ identity as scholars, and address their anxiety regarding space safety.

As communities unified with supporting DePaul academic success, students learned to value collaboration, cultivate a strong sense of belonging and on-going in social connections, develop a sense of certain habits of mind, like informational literacy, and foster a caring environment.

"I felt like such a Freshman!": Creating Library Insiders

"I felt like such a Freshman!": Creating Library Insiders

"I felt like such a Freshman!": Creating Library Insiders

Future Directions:

What can we learn from what students say? We are looking forward to using qualitative analysis in order to

Build an empirical basis for understanding how first-year students may engage with ARL threshold concepts in information literacy in their own way.

Explore how new college researchers situate their academic identities through narrative.

We invite feedback on our next essay version, or contact us via email at research@depaul.edu.

We invite you to build students’ identity as scholars, and address their anxiety regarding space safety.

As communities unified with supporting DePaul academic success, students learned to value collaboration, cultivate a strong sense of belonging and on-going in social connections, develop a sense of certain habits of mind, like informational literacy, and foster a caring environment.

"I felt like such a Freshman!": Creating Library Insiders

"I felt like such a Freshman!": Creating Library Insiders

"I felt like such a Freshman!": Creating Library Insiders

Future Directions:

What can we learn from what students say? We are looking forward to using qualitative analysis in order to

Build an empirical basis for understanding how first-year students may engage with ARL threshold concepts in information literacy in their own way.

Explore how new college researchers situate their academic identities through narrative.

We invite feedback on our next essay version, or contact us via email at research@depaul.edu.

We invite you to build students’ identity as scholars, and address their anxiety regarding space safety.

As communities unified with supporting DePaul academic success, students learned to value collaboration, cultivate a strong sense of belonging and on-going in social connections, develop a sense of certain habits of mind, like informational literacy, and foster a caring environment.

"I felt like such a Freshman!": Creating Library Insiders

"I felt like such a Freshman!": Creating Library Insiders

"I felt like such a Freshman!": Creating Library Insiders

Future Directions:

What can we learn from what students say? We are looking forward to using qualitative analysis in order to

Build an empirical basis for understanding how first-year students may engage with ARL threshold concepts in information literacy in their own way.

Explore how new college researchers situate their academic identities through narrative.

We invite feedback on our next essay version, or contact us via email at research@depaul.edu.