**4 Things to Know about Augustana’s Tredway Library**

(We’re probably unlike any library you’ve used before)

1. **Augustana librarians help students develop research skills over the course of their college careers**

Information literacy is a college-wide learning outcome at Augustana, and we librarians take this seriously. Students learn the fundamentals of college-level research in LSFY, where they have five class sessions in the library over the course of the year. Carefully designated classes in the majors introduce students to disciplinary research, and they work with librarians again, often more intimately, during Senior Inquiry.

To accomplish such scaffolded learning, librarians **collaborate closely with faculty** to design meaningful class sessions in the library. We also work with students one-on-one at the research help desk and in scheduled appointments (see below) to reinforce what they learn in class. Stay tuned – you’ll hear more soon from your liaison librarian!

1. **Augustana librarians help students with a lot more than just “finding sources”**

The truth is that “finding stuff” gets easier for students all the time. Research shows college students struggle most with *starting* projects – defining and narrowing topics and research questions – and determining which sources to use in an environment of information overload.[[1]](#footnote-1)

We invite you to direct students to us for help with:

* **Getting started on a research project**
* **Narrowing topics**
* **Developing a topic into a research question**
* **Evaluating sources**
* **Synthesizing the results of library research**

as well as finding quality sources on difficult topics.

Students may visit the research help desk, email one of us directly, or make an **appointment for in-depth research help** via our website: click “Ask a Librarian,” then scroll down.

1. **Special Collections can help teach critical thinking, analysis, and visual literacy in almost any discipline and in LSFY**

Special Collections isn’t only for history and English majors (though we love to work with them). 21st century employers still expect “off-line” research and value graduates from all majors who can sift through print records, images, and publications of all kinds.[[2]](#footnote-2)

Special Collections teaches the skills students need to do research when the answer is not at their fingertips. The friendly, welcoming atmosphere of Augustana’s Special Collections reduces the intimidation factor while teaching students what they need to know in order to conduct archival research in other settings.

To discuss ideas about incorporating Special Collections into your class, contact Sarah Horowitz.

1. **Augustana librarians help faculty, too, with things both expected and unexpected**

You know by now how devoted we are to helping your students develop the research skills they need to be successful in college and their later careers. You may also be accustomed to relying on librarians for help locating and accessing material for your own research. We certainly do that here at Augustana – ask us anything about I-Share or interlibrary loan! – but we entertain other, sometimes creative, requests, as well. Augustana librarians have recently helped faculty:

* **Design assignments and syllabi**
* **Map information literacy outcomes to departmental curricula**
* **Identify and select journals in which to publish**
* **Respond to peer-reviewers’ comments on a manuscript**
* **Navigate RefWorks**
* **Plan events and create displays**
* **Escape emergency stairwells in the CSL** (though this shouldn’t happen anymore, now that construction is over ☺)

Augustana faculty and librarians have even drawn upon their collaborative work on information literacy in the disciplines to **co-present** at conferences and workshops and **co-author articles** in disciplinary journals.

So, please: stop by and work with us! We’re excited for the year ahead.

1. Alison J. Head and Michael B. Eisenberg, *Truth Be Told: How College Students Evaluate and Use Information in the Digital Age* (Seattle: Project Information Literacy, University of Washington, 2010): 25, accessed August 15, 2013, http://www.projectinfolit.org/pdfs/PIL\_Fall2010\_Survey\_NoAppendices.pdf. [↑](#footnote-ref-1)
2. Alison J. Head, *Learning Curve: How College Graduates Solve Information Problems Once They Join the Workplace* (Seattle: Project Information Literacy, University of Washington, 2012): 13, accessed October 16, 2012, http://projectinfolit.org/pdfs/PIL\_fall2012\_workplaceStudy\_FullReport.pdf. [↑](#footnote-ref-2)