

Creating an Unexpected Freshman Library Introduction Experience

Sami Lange, Library Assistant III, Sonoma State University

During Fall 2009, the Sonoma State University Library transformed the Freshman Seminar Introduction Course by using innovative clicker technology and inviting student interaction and feedback to help guide that transformation. 204 students participated. The experimental usage of clickers focused on those students we most wanted to reach. Responses from our specific group of incoming freshman allowed the library staff to greater understanding of the kinds of perceptions with which students start their academic career.

The library component of UNIV 102 (a University orientation course) is a 35 minute session. The classes began with asking students four basic questions about the library using the clickers. A 25 minute question and answer session with the students and library instructor followed, and the sessions closed with five library-related clicker questions. Some of the data collected ranges from first perceptions of the library, previous research experience on entering college, how often students will use the library, what types of help they will seek out, what they see themselves using in the library, and if they are comfortable using the library after the class.

This poster highlights the process of creating this new clicker-based instruction format for one shot sessions with freshman, the statistics attained from these 204 students, the role of the instructor in introducing the clickers and the future implications for instruction after collecting this data.