Career Research Paper ~ The Library Orientation

It is important that your students have an orientation to your campus library before assigning the Career Research Paper. New students may have no idea how to access databases, search for books, and order books from other libraries. Students are more likely to remember how to use the library resources if they are shown how and then allowed to “practice” searching the databases and book collections. A “hands on” activity should include:

• A visit with your class to the library.
• A librarian demonstrating how to access data bases and search for books.
• Opportunity for the students to search for a professional journal article and a book pertaining to the career they will be pursuing during their library visit.
• Instruction during class about citations and the bibliography page.

The system librarians have created an “EDUC 1300 -Library Orientation Worksheet” and an “Instructor’s Guide to the EDUC 1300 Library Orientation Worksheet.” Give the students a copy of the Worksheet to take with them to the library.

Emphasize the importance of conducting research before starting the Career Research Paper and also point out that failure to list their sources will subtract from their grade.
EDUC 1300 — Library Orientation Worksheet

Keyword/Search Term Development:
My topic is______________________________________________________________

Possible search terms______________________________________________________________

Library Resources
☆ Catalog (Books, E-books, Website and More)
   http://www.lonestar.edu/library/ --Then click “Library Catalog”
   Call Numbers______________________________________________________________

☆ Databases (Newspaper, Magazine and Journal articles)
   http://www.lonestar.edu/library/ Then click “Research Databases”, then “Education and Careers”, the scroll all the way to the bottom and choose “Vocation and Careers”
   Search Terms______________________________________________________________

Internet Resource- Which website works best for you?

Occupational Outlook Handbook—From the US Department of Labor; Bureau of Labor and Statistics. For hundreds of different types of jobs such as teacher, lawyer, and nurse the Occupational Outlook Handbook helps users explore career fields. http://www.bls.gov/oco/

The Career Project-- an interactive career profile database that allows you a personal and uncensored look into thousands of real careers and jobs through the eyes of the people who work them. http://www.thecareerproject.org/

Sloan Career Cornerstone Center --is an ever-expanding resource for anyone interested in exploring career opportunities in science, technology, engineering, mathematics, computing, and healthcare. http://www.careercornerstone.org/

America’s Careerinfonet -- compare wages across states and metropolitan areas. http://www.careerinfonet.org/
MLA Style
CyFair Library’s guides to citing using MLA style
http://www.lonestar.edu/departments/libraries/cyfair_library/MLAJuly222011webrev.pdf

Instructor’s Guide to the EDUC 1300 Worksheet

The following objectives should be met after this class (or classes if you decide to break the library module into two days).

• The student will be able to define in one sentence his/her research topic.
• The student will be able to list at least 3 keyword search terms based upon that topic definition.
• The student will be able to evaluate information sources (a skill particularly necessary to most careers).
• The student will be able to navigate and understand the library website
• (Optional) The student will be able to navigate and understand his/her campus library facility.
• The student will understand which library resources are appropriate to his/her topic.
• The student will be able to locate relevant articles in library resources and be able to print or email those articles.
• The student will be able to locate relevant books in the library print and electronic book collections.
• The student will understand how to check out or view library print and electronic books.
• The student will be able to correctly format citations for found articles and understand the purpose of citation.

Activities

#1-Show the students around the library. Point out service desks, collection areas and discuss pertinent policies your building may have.

#2-In the computer lab, give the students a minute to write down their topic. Ask for some students to share.

#3-As a class, help a few students brainstorm search terms and then give everyone a few minutes to create their own in small informal groups. Assist students who appear to be struggling.

#4-Show the class how to get to the library website. Point out pertinent features of the site. Take them to the library catalog. Show them how to use their search terms effectively. Ask students to give you a topic. Going live often shows students how to re-phrase and change up a search as needed.

#5-Evaluate the results. Explore topics such as websites, print materials, e-books, requesting items, locations etc. Make sure EVERY student has a call number written down to at least the section s/he needs.

#6-Move on to databases. Bring the students back to the main page and start from the beginning, as this may help them remember how to navigate the site. Explain what the databases are.

#7-Help the students create a new list of search terms as databases tend to allow more specific searches.

#8- Demonstrate. Point out how to email the articles and how to cite them using the citation creator.

#9- Make sure the students understand that the citations need to be checked for accuracy. Hand out an MLA guide.

#10-Move onto web searches. Allow them to Google their search terms. Use one student’s results as an example of cite evaluation.

#11- Show them the websites on the hand out, demonstrate them and then let the students explore on their own.
#12- Make sure every student knows how to contact the library when s/he needs help later.

#13- Make sure every student (1) has a call number of a book, (2) emailed themselves an article, and (3) knows how to access a reliable website.