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Buy Low, Sell High, Get in Now: Low-Stakes/Low-Investment Information Literacy Initiatives Pay Off Big

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– Hoover, Donald, Wilson, Trinity University

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**Immediate Successes**

- 400 summer annotated bibliographies completed
- 95% completion rate for First-Year Student Orientation tasks
- Positive first impressions of library and research process
- Visibility of project acts as conversation opener with faculty
- New information literacy assignments in first-year courses
- Relationship with campus entities and Orientation program expanded

**Long Term Opportunities**

- Participation in Summer Reading assignment established
- Tie-in with Trinity’s E-curriculum and first-year goals
- IL in extracurricular context demonstrated
- Low stakes, low risk can prime students for higher order IL
- Low investment, high completion rate inspires new collaborations
- New opportunity for higher stakes collaborations with faculty

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**Connecting a First-Year Summer Reading Assignment to a New Student Library Orientation**

Faculty and student life leaders proposed an information literacy assignment to accompany Trinity’s summer reading selection, Three Cups of Tea. The result was a substantial annotated bibliography to be completed over the summer by first-year students, and turned in to both student staff and to First Year Experience faculty.

The summer reading text was connected to the library orientation by emphasizing the themes of threaded inquiry and social engagement, with a library information session at the center of each orientation task. Web 2.0 technology (online media & quizzes) was used to reach students before arriving on campus and after completing the orientation activities.

Library orientation outcomes included positive affect goals and an introduction to services, staff, and resources, with a special effort to engage the Resident Mentors. Library role models and to utilize the social bonds formed by the Resident Mentor groups to model ideal information behavior and attitudes.

Libraries were able to use the success of the First-Year Summer Reading Assignment as leverage to propose new low-stakes/low-investment collaborations with faculty members during the Fall semester. These such collaborations with faculty members in the academic/student division resulted in librarian-created information literacy assignments that built upon skills introduced in the summer programs. All of the assignments test high completion rates.

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**Low Stakes Assignments**

- Informal
- Low anxiety, less risk
- Untapped or under-utilized grades
- Engaging, active learning situations
- Prepare students for higher stakes (graded) projects

**Immediate Successes**

- First-Year Summer Reading Assignments as leverage to propose new low-stakes/low-investment collaborations with faculty members during the Fall semester. These such collaborations with faculty members in the academic/student division resulted in librarian-created information literacy assignments that built upon skills introduced in the summer programs. All of the assignments test high completion rates.

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**Low Stakes Assignments**

- Concept mapping
- Peer editing
- Research journal
- Metacognition
- Annotated Bibliographies
- TLP: Activity
- *First-Year Summer Reading Assignment*
- *Research
collaborations with faculty members during the Fall semester.

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**Selected Bibliography:**


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