

Topic: How to place holds at Clackamas County Libraries.

Outcome: Students will be able to place holds at any Clackamas County library using the appropriate method including over the phone, in person and through the internet on the Library website for any ILL and/or network requests for the correct item including specific copies.

Curriculum: Students must know what item they would like to place on hold, how to perform a basic catalog search, their library card number and password before being able to learn this skill.

Pedagogy: Students will be given a “how to” handout with screen shots of the hold placing process on the internet and a handout for requests that are made over the phone or in person. An internet hold will also be demonstrated in front of the group and we will role play the in person and phone request process. The lesson will end with a Q & A session to clear up any remaining questions about the holds process. The instructors contact information will be on the handouts for questions that arise in the future.

Assessment: Students will demonstrate their learning during the in class practice by conducting an internet hold on a network library item and role playing an ILL request which must be done over the phone or in person. Additionally students will fill out an evaluation survey ranking if the learning session goals were met by the end of the session. Students who wish to have further instruction “one on one” are able to make that request on the evaluation form or may stay after the session for the additional instruction (time permitting).

Criteria: The students will know that they have learned this skill if they can perform an internet and person to person library network and ILL item request independently and students will have enough confidence to ask for help if they trouble placing their hold.

“Person to Person” Library Network and ILL Item Request Learning Session Evaluation

Date: _____

Instructor: _____

1. Were the goals of this learning session clearly outlined?
 Strongly agree Agree Disagree Strongly disagree

2. Do you feel that you know the vocabulary necessary to request a hold now?
 Strongly agree Agree Disagree Strongly disagree

3. Do you feel that you are able to place a “person to person” ILL and library network items hold now?
 Strongly agree Agree Disagree Strongly disagree

4. Did the instructor give students time to ask questions?
 Strongly agree Agree Disagree Strongly disagree

5. Do you feel comfortable enough with this process to ask for help if have you trouble placing holds in the future? YES NO (if no explain)

6. Would you recommend this learning session to others? YES NO (if no explain)

7. Additional comments:

If you would like further instruction in this skill or a related skill please fill out the section below and an instructor will contact you within 3 days to schedule a one on one session with you.

I _____ would like additional instruction in placing “person to person” hold requests. Please contact me at _____ to schedule a one on one instruction session. I specifically would like to know about the following _____.

Office use only

Respondent: _____

Date of follow-up: _____ One on one instruction date: _____

Learning Session Outline:

Introduction: set context of my project including intended audience, curriculum, outcomes, assessment and criteria.

1. Explain learning session objectives – verify that students know basic search skills
2. Give out and explain handout
3. Demonstrate catalog search process online for an item that is and is not in the catalog.
4. Show possible ways to find item details: ISBN, author, full title, edition and publisher.
5. Explain why library staff needs certain information about items that are requested
6. Have the group self divide into groups of 2 to practice asking and answering the questions for placing holds in person
7. Have Q & A session
8. Hand out evaluation survey and explain their opportunity get one on one help later if they wish

Person to Person Item Hold Request – Handout and Role Play

A patron must know their library card number and some facts about the item they wish to put on hold before they make their request. The facts about the item should include one or more of the following:

Title: _____
Author: _____
ISBN: _____

(The facts below help you identify which copy you want to request if there are multiple copies.)

Edition: _____
Publication Date: _____
Publisher: _____

Your conversation when making a request to place an item on hold in person or over the phone might sound something like this:

Librarian – Hello how can I help you?

Patron – I would like to place a hold on _____ (title of item) _____.

Librarian – Have you already search the local catalog?

Patron – Yes, I could not find it there.

Librarian – Ok, lets check WorldCat and see if there is a copy near by? There are two at Linfield College. Do you know what edition you would like?

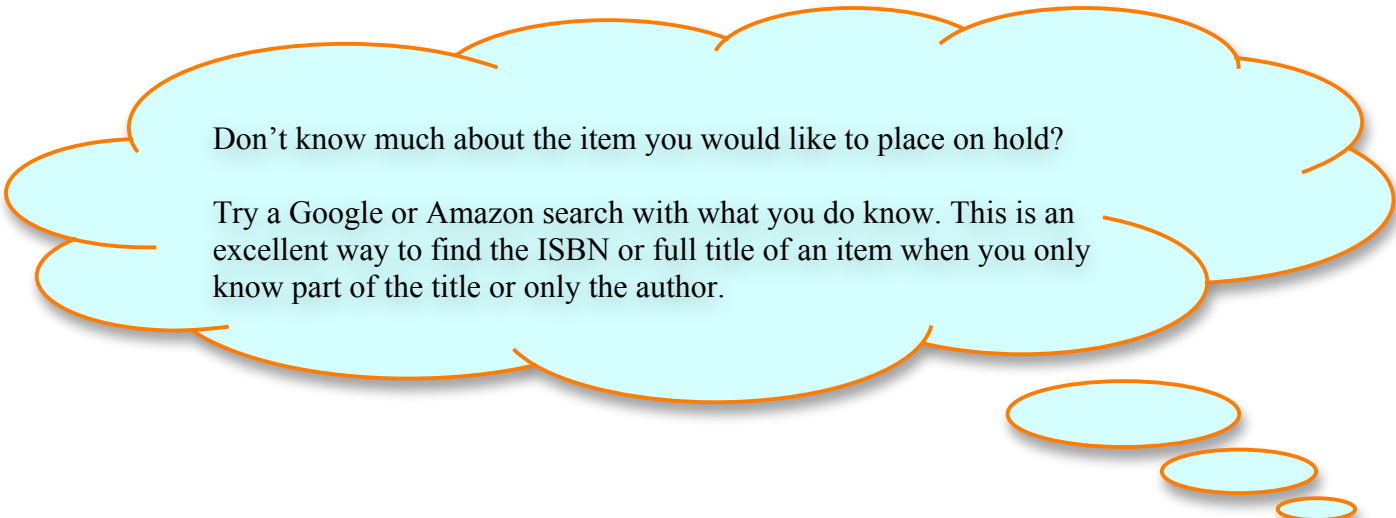
Patron – I would like the most recent copy available please?

Librarian – Ok, I need your library card number to place the hold. Do you have it on you?

Patron – Yes, my card number is _____.

Librarian – The hold was successful, your item should arrive in about 2 weeks or possibly less.

Patron – Thank you.



Don't know much about the item you would like to place on hold?

Try a Google or Amazon search with what you do know. This is an excellent way to find the ISBN or full title of an item when you only know part of the title or only the author.

QUESTIONS CALL: 503.555.5555 and ask for reference

Instructional Scenario Reflection

Outcome forming:

To form my outcomes I began by thinking about the specific skills and concepts that I wanted students to take away from the learning session. Then I narrowed them down to three specific skills: placing phone, in person and internet holds on items at the library.

Audience:

This learning session is for Clackamas County library users both new and old that are adults and English speakers. These students already use the library catalog on their own to search for items located at the library. The catalog search skills are likely basic, but may be advanced. They are already card-holding patrons with no blocks on their accounts and they know their card number and account password.

Pedagogy choice:

The methods used for this learning session are lecture, demonstration, hands-on practice and role playing. The session begins with a lecture about the content and the skills that will be gained during the session. During the lecture the instructor will demonstrate the holds process in the library catalog by projecting it on to a large screen in front of the students.

Learning styles addressed:

Planning pitfalls:

Teaching session pitfalls:

What does make sense still?

Still want to teach?