

## **INCLUSIVE WEBSITE EXPERIENCE**

Lake-Sumter State College is committed to ensuring that all students and visitors, including persons with disabilities, are able to access and use all of our services, programs and activities. We recognize that many individuals are increasingly using our website to access information and obtain services.

We understand that website users who have disabilities may use the website with the assistance of technology, including screen readers, captioning, transcripts, and other auxiliary aids and services. We are committed to providing all website users with information about our services and alternative ways we can offer these services.

Lake-



**RESEARCH GUIDANCE** Provide the LSSC Library link:

<https://www.lssc.edu/library>

**Getting Started (General Knowledge/Research Process and Questions)**

\_\_\_ Understand the Research Process (e.g. [LSSC Research Starters page](#); [Library Instruction: Information Literacy Competencies](#); [ACRL Information Literacy Standards](#); [ACRL Framework for Information Literacy for Higher Education](#))

\_\_\_ Define research assignment terminology so that it does not create ambiguity (e.g., handouts stating that students cannot use the Internet, yet they must locate articles in the library's online subscription databases).

**IDENTIFY (Defining the Information Need)**

Objective: Students will understand the extent of information needed.

\_\_\_ Direct students where to find a variety of resources including digital (library databases, catalog, blogs, wikis, websites, etc.).

\_\_\_ Recommend and require specific sources, such as library databases, reference materials, scholarly sources, etc.

\_\_\_ Permit students to change their topics based on the reality of their research experience.

\_\_\_ Define the scope and purpose of the different types of sources so students can make good decisions about what they need based on assignment instructions, instructor recommendations, and topic considerations.

\_\_\_ Review search strategies with your students (Boolean operators, full-text, scholarly limiters, advanced searching, subject searching, and peer-reviewed articles).

**EVALUATE (Evaluating Information)**

Objective: Students will be able to examine information sources critically.

\_\_\_ Require appropriate authority, bias, content, and currency of a source (use evaluation guides such as [\\_\\_\\_\\_\\_](#)).

**USE (Use Information)**

Objective: Students will be able to use information effectively.

\_\_\_ Require students to understand the types of information sources available to get an overview and/or definition for a topic. (using library catalog for a toy:  $\text{O}^{\text{c}}$  nch:

## Lake-Sumter State College Libraries:

### **SUPPORT**

- \_\_\_ Include links and contact information for Librarian(s), Tech Support, and Tutoring services in addition to your own contact information.
- \_\_\_ Invite your college librarian to class (shows students that even you are asking the librarian for assistance).
- \_\_\_ Connect students to their college library: [LSSC Libraries](#).
- \_\_\_ Connect students to guides such as [Choosing a Topic](#), [Fighting Fake News](#) and [Research Help](#).
- \_\_\_ Demonstrate support services in class, such as [Ask A Librarian](#)
- \_\_\_ Add links in Canvas course to widgets, Libguides, and more.
- \_\_\_ Collaborate with a Librarian to discuss creating a Course Libguide with specific training and education for the specific assignment.