Learning Objectives for Student Employees

By the conclusion of this training activity, students will be able to:

1. Accurately shelve books in the main collection.
2. Efficiently shelve books in the main collection.

Learning Activities

Student assistants will:

1. Read the wiki and engage with included links.
2. Discuss wiki information with a mentor.
3. Engage in a shelving info tour.
4. Perform shelving under the shadow of a mentor.

Assessments

Student employees will:

1. Independently shelve three full trucks with 100% accuracy, consecutively.
2. Shelve an additional full truck with 100% accuracy in less than 40 minutes.

Training Instructions

1. Get Setup

   ➠ Review the training guide learning objectives (above) to familiarize yourself with the goals of this module. This should take 5-15 minutes.

   ➠ Set up the student assistants:
     a. Open the wiki page on available computers
        i. The computer next to the supervision desk
        ii. The computer by the preshelving wall
        iii. A laptop/desktop behind/near the circulation desk (only if necessary)
     b. Print the wiki page for yourself, and have the student assistants read/engage with the wiki page using the computers.
        (Some wiki pages include links to audio-visual resources, so student assistants may need head phones.)
     c. While available to answer any questions at the supervision desk, read the printed wiki information as the student assistants progress through the wiki page on the computers.
        This will ensure that you are providing the student assistants with the most up-to-date information during the next steps of training.

2. Discuss

   Host a group discussion with all training participants. This should take 5-20 minutes depending on the number of student assistants you are training.

   ➠ Including student assistants who have already completed training (when available) can help to spark discussion and reinforce content for more experienced student assistants.

     1. Ask: Any Questions?
     2. Listen and verify understanding of information the student assistants just read on the wiki.
       a. Point out correct information.
       b. Fill in gaps.
       c. Share personal experiences and insights relating to the content.

3. Next Steps

Time for an Info Tour!

Go to a Computer

1. Show them how to fill out a shelving ticket on Microsoft Teams.

Take a Walk to LI 119

1. Show the student assistants the area by Jeff’s office where we store trucks that are ready to be shelved.
2. Point out the audit slip on one of the trucks, and tell them that they can shelve a truck that only has an audit slip but is missing a full printout of the truck audit. Let them know they will learn how to make a truck audit in a later module.

Return to the Circulation Desk
1. **Show** the student assistant where we store the shelving slips. Explicitly remind them that they must use these until they are told by Charlene /Carlos not to. If they run out while shelving, they should grab more slips.

2. **Remind** them that they are to check in with a supervisor on the hour, every hour, even if it means pausing their shelving. Their supervisor will tell them whether to come to the desk or reach out via Teams.

3. **Explain:** If their shift ends before they can finish a truck, they should return the truck to the area in front of Jeff’s office and give the audit slip to the staff member assigned to delegation. They would then indicate on the shelving ticket in Microsoft Teams that they did not finish the truck.

4. **Explain:** If they need a break during shelving, they should get prior approval from a supervisor and then they can take one. This is to ensure that the supervisor can attend to their physical needs.

**Go Upstairs**

1. **Remind and demonstrate** for the student assistants how to navigate the stacks efficiently.
   a. **Identify** which floor you need to go to, using the audit slip.
   b. **Locate** end labels (or books at the end of the ranges) to find the right range.
   c. Walking down the range, **scan** the call numbers at eye-level.
   d. **Identify** whether you have not yet reached the correct call number or whether you have gone too far.
   e. Once you’ve stumbled upon a section that’s too far, **stop and go back** to the last not yet section.
   f. **Scan** down the shelves in that section, identifying not yet or too far until you find the shelf where the item belongs.
   g. Using LC classification, **point** to call stickers until you identify the exact location of the item.

2. **Shelve a truck with a student assistant**
   a. Shelve the first half of the truck with them following behind you.
   b. Have them shelve the second half of the truck, with you following behind to verify placement and offer tips.

**Return to the Circulation Desk for Assessment**

- Assign the student employee a truck to shelve on their own, and mark their tracker as complete with your initials.
- When a student employee independently shelves **3 trucks consecutively with 100% accuracy**, Charlene will indicate so on their tracker. She will also let them know they no longer need to use shelving slips.
- Then, students are to **challenge themselves to shelve a full truck with 100% accuracy in under 40 minutes**. Time them, and then have them send Charlene their audit number for their challenge truck. She will follow-up.