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Library DIY: Customizing Online Information Literacy Instruction for Program Needs

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Library DIY: Customizing Online Information Literacy Instruction for Program Needs

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Background

Who we are

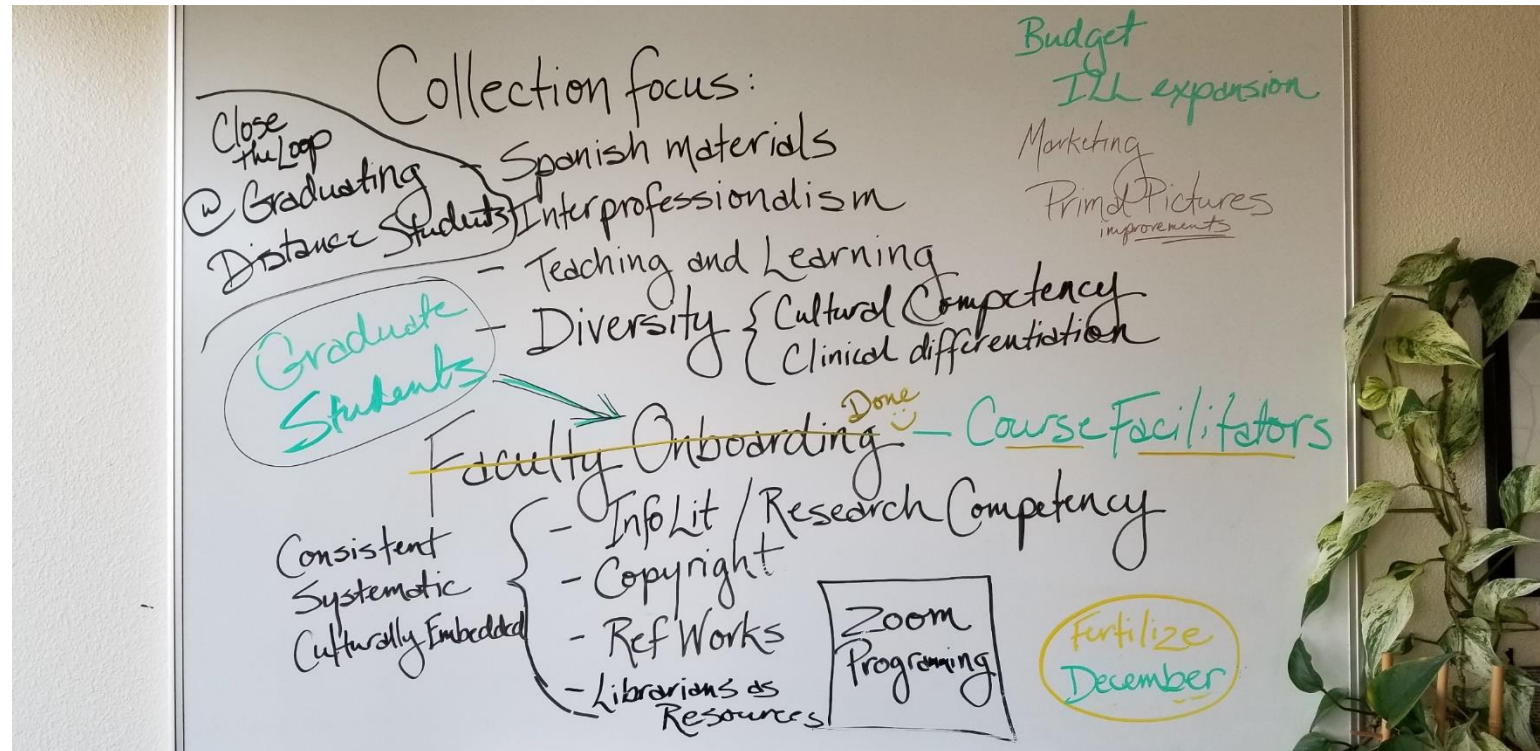
How we got here

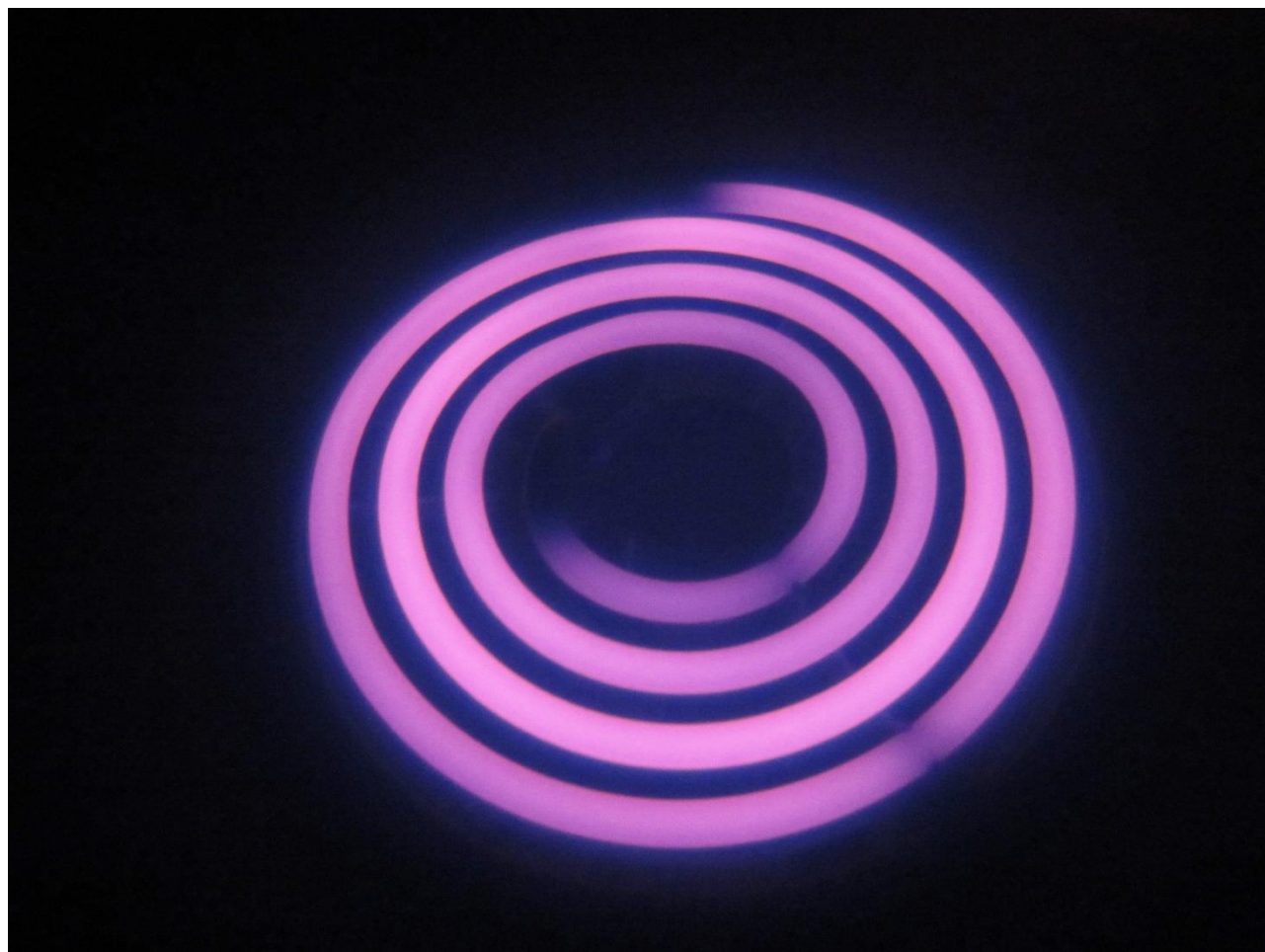
New challenges

New programs

New student bodies

New teaching / learning modalities

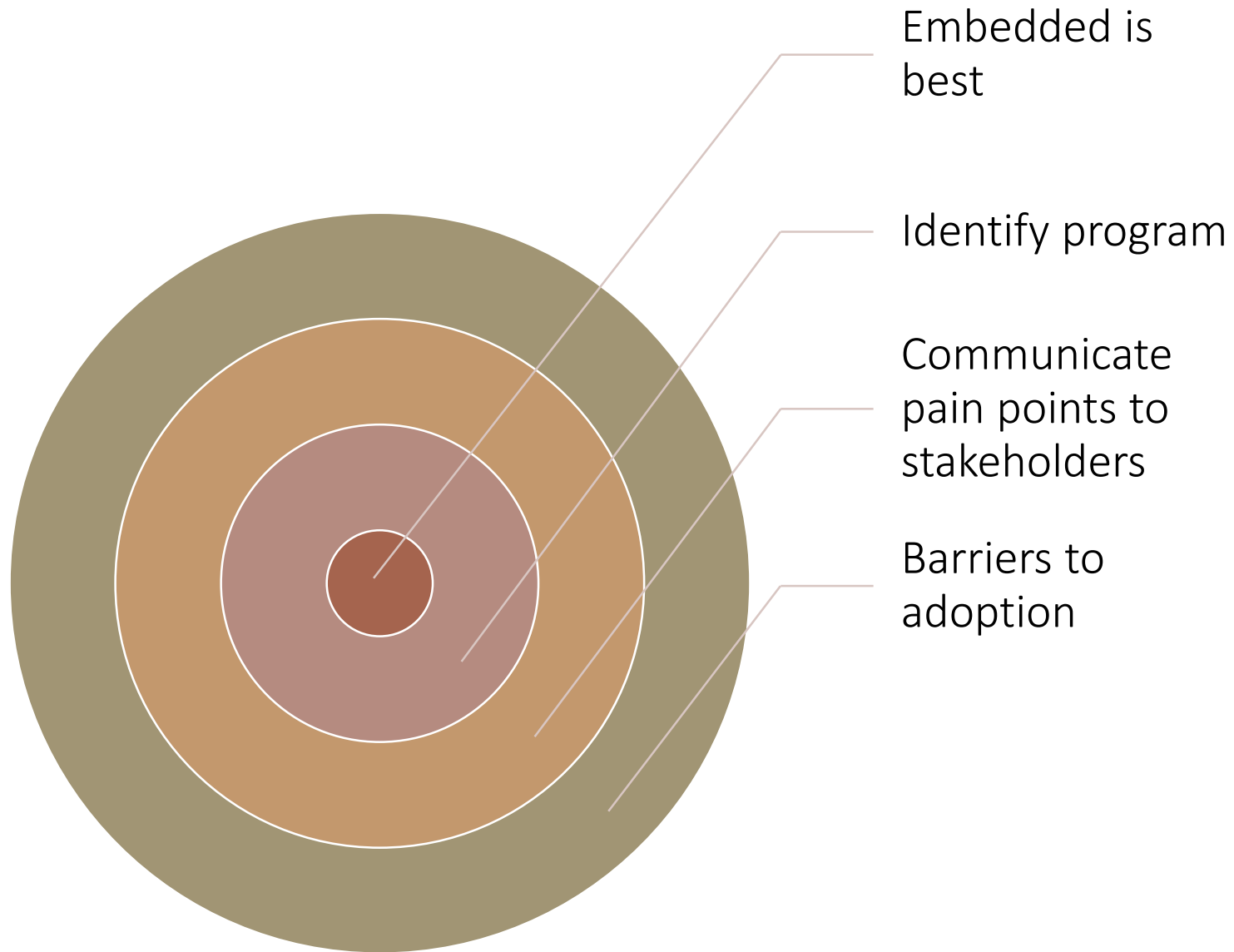




Stove burner coil photo by upupa4me is licensed under CC BY-SA 2.0

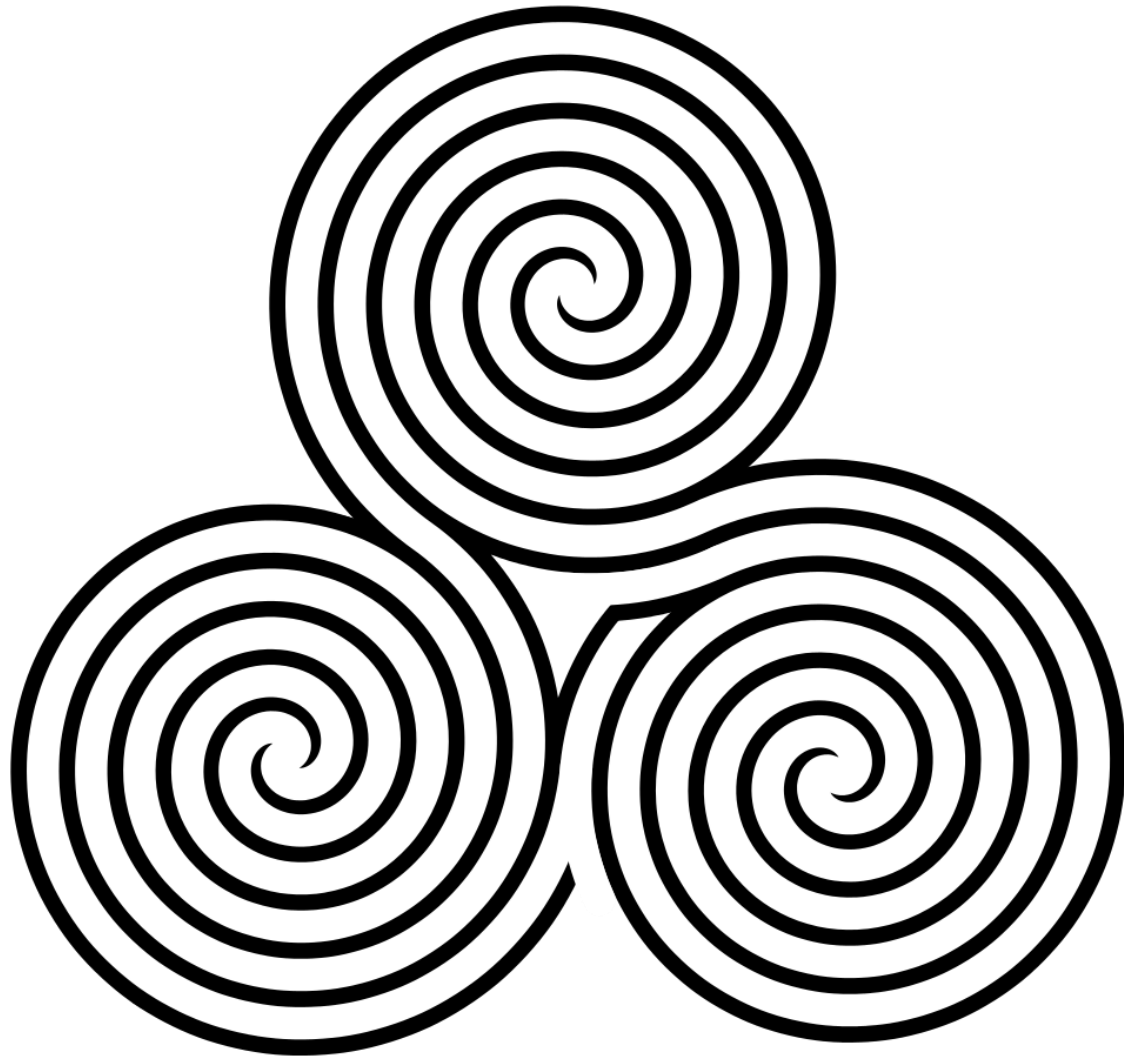
Let's start cooking

Getting ideas to simmer
on the back burner



Meanwhile

Back at the library...



Next iterations

One-off solutions to
relieve specific pain
points for students



“Scales of Justice – Frankfurt Version” by Michael Coghlan is licensed under CC BY-SA 2.0

The tipping point

“So, how would this work?”



"to-do list" by Marco Verch is licensed under CC BY 2.0

Implementation

"Let's do this!"



“Death is Everywhere” by Roswitha Sidelberg is licensed under CC BY-NC-SA 2.0

De-bugging

“It never occurred to me that they would do that...”

*“I have noticed that the majority of the students are more apt at performing research... They seem to be more at ease; I am not receiving so many questions on the ‘research aspect.’ I have also noticed a **huge** improvement on the use of permalinks. Finally, it seems that the mini course has motivated students to use the UWS library more (compared to other terms).”*

*- Personal communication from
instructor*

Feedback & evaluation

Instructor feedback

Completion rate

Reference interactions

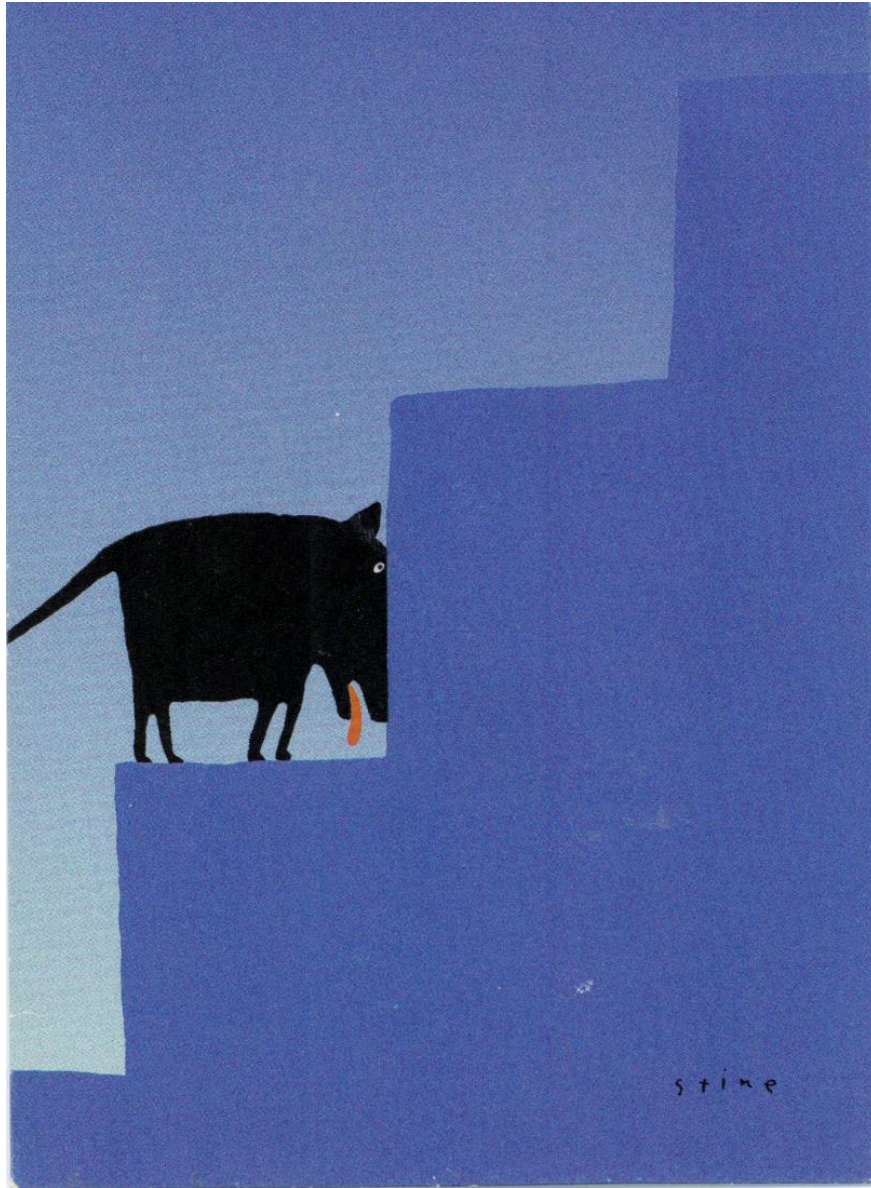
Plans for future iterations



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Lessons learned

- If you build it, they don't necessarily come.
- Understand what they truly need to know by asking and talking to everyone.
- Data helps but appeal to higher motivations and outcome expectations.
- Make it easy to adopt by understanding what is possible with the technology.



Richard Stine. "Face to Face with the 2nd Step."

Next steps for
Library DIY
model

Questions?

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