Listening to Users

What the Google Generation Says About Using Library & Information Collections, Services, and Systems in the Digital Age

Selected Handouts

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PIL Finding	Lessons for Libraries
Overloaded, busy, and do things at the last minute.	
Rely on Google and Wikipedia – *because they can*.	
Say they use a narrow set of approaches and skills–learned mostly on their own in high school.	facilities, services
Defining the task and assessing the process are harder than finding.	
Crunch time needs = space and facilities, not resources.	
Assignment handouts aren't helpful from an information perspective.	
Regarding library, there is a shifting role from information and support to space, place, and equipment.	
New employees are tech-savvy but lacking traditional research skills.	

Information Literacy

An information literate individual is able to:

1. Determine the extent of information needed.

2. Access the needed information effectively and efficiently.

3. Evaluate information and its sources critically.

4. Incorporate selected information into one's knowledge base.

5. Use information effectively to accomplish a specific purpose.

6. Understand the economic, legal, and social issues surrounding the use of information, and access and use information ethically and legally.

Association of College & Research Libraries. (2000, January). *Information Literacy Competency Standards for Higher Education*. Retrieved from http://www.ala.org/acrl/standards/informationliteracycompetency

Information Literacy Program

- ✓ <u>DEFINED</u>: **Identify key information literacy goals and skills - link to the educational goals and outcomes across programs.**

- ✓ <u>PREDICTABLE</u>: **Consistency in terminology, emphasis, and expectations – for students and faculty – within programs, courses, and assignments.**

- ✓ <u>MEASURED</u>: **Evaluate student performance, e.g., through assignments. Assess the information literacy program institution-wide.**

- ✓ <u>REPORTED</u>: **Document and communicate performance (to students and faculty) and information literacy program assessment across the school.**

Library

- Library = the physical and virtual information infrastructure of the school

- Key Resources
  - ✓ eReserves
  - ✓ Articles and Article Search Engines

- Services
  - ✓ 24/7, virtual and physical
  - ✓ Digital reference

- Librarians
  - ✓ Information consultants
  - ✓ Tech in instruction & learning consultants
  - ✓ Information literacy teaching partners

A Key Question for Us

Beyond instruction (aka, the formal information literacy program)

how can we help students to gain the essential information literacy skills they need

to succeed in school, work, and play – now and in the future?

PIL Finding	Lessons for Libraries
Overloaded, busy, and do things at the last minute.	• Offer and highlight on-demand info services, e.g., digital reference services. • Structure courses, readings & assignments accordingly. • Infuse high quality, credible resources and materials into courses and classes.
Rely on Google and Wikipedia – *because they can*.	• Accept Wikipedia and expect citing/crediting. • Use Wikipedia entries as assignments. • Consider resources and collections in relation to Wikipedia. • Ask better questions! Reconsider assignments.
Say they use a narrow set of approaches and skills–learned mostly on their own in high school.	• Offer a comprehensive information literacy program – defined, predictable, measured, reported. • Infuse information literacy learning opportunities into resources, access systems, facilities, services
Defining the task and assessing the process are harder than finding.	• Fewer lessons on "search." • Focus on task definition, use of info, evaluation. • Provide resources, expertise, and services related to assignments. • Recommend milestones in major assignments.
Crunch time needs = space and facilities, not resources.	• Recognize different needs at crunch and provide facilities and services accordingly. • Repurpose staff and facilities related to calendar and needs.
Assignment handouts aren't helpful from an information perspective.	• Offer to work with faculty to revise handouts – emphasize quality and credible resources not mechanics. • Help students to interpret assignments.
Regarding library, there is a shifting role from information and support to space, place, and equipment.	• Less emphasis on print collection development. • Offer flexible and collaborative spaces with a range of capabilities and technology. • Use the Apple Store as a model for the 21st C library..
New employees are tech-savvy but lacking traditional research skills.	• Infuse information literacy learning opportunities into resources, access systems, facilities, services. • Consider school-to-work transitions in access systems, resources, services, instruction.

In Summary

✓ Change focus of information literacy instruction – from resources-search to defining the task, using information and self-assessment.

✓ It's not about technology. Focus on all aspects of the information problem-solving process.

✓ Work with faculty (and students) to:

- improve assignments.

- Infuse high quality, credible resources and materials into courses.

- Offer comprehensive, classroom-focused information literacy learning.

✓ Embed information literacy learning opportunities and support in resources, access systems, and facilities.

✓ Embrace the Wikipedia!

✓ Be sensitive to "last minute syndrome" and crunch time.

✓ Offer consultation-coaching services—on demand.