

Scenario: Improving my information literacy workshops to make the more engaging to students.

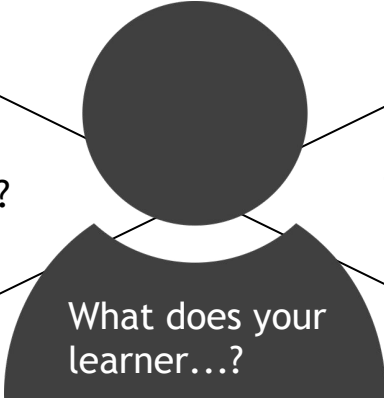
They may hear from other students that they don't have to use the Library databases at all, just use Google.

In-depth, academic research may not be a priority of a student's work. They have competing priorities and they may just do enough research to get them a passing grade.

Searching Library databases may be beyond their current technical skill level. They may feel stupid or lost and afraid to ask for help.

They may see that Google's search interface is a lot easier to use, regardless of the quality of the information it retrieves.

Think and Feel?



What does your learner...?

Hear?

See?

They may hear that we have access to a certain resource, only to realize that it is either limited or has been discontinued by the provider (out of our control).

They may see me conduct a demonstration and "make it look easy", but they can't replicate the steps to get results.

Say and Do?

Some have asked "why does this matter?" It can be difficult for students to see the value in conducting in-depth research for any purpose.

Some skip out on information literacy workshops, even when they are worked into the course lecture (in person and remotely).

Pain Points?

Gain Points?

Reaching students at their point of need.

Overcoming the initial resistance many students have to researching using Library resources.

Students who do attend IL workshops are very grateful for the opportunity to learn and practice using Library resources.

Professors are grateful for the IL workshops because they often will pick up a tip or two to use in their own research.