

Outreach and Information Literacy Program Outlines

Reference services are one of the ideal means that we can use to teach our patrons how the library really works. Many users feel embarrassed and uncomfortable about the invasion of technologies because they do not know how to use many of these things and they do not feel comfortable to ask. An academic library has many resources that need special instruction to use. Information literacy is a set of skills enabling users to have the ability to locate, evaluate and use effectively the necessary information.

1. **The title:** Find It Now - Exciting Searching Tools

2. **Objective:** Developing online tutorials teaching:

- how to access databases,
- what database to choose for a specific information need,
- what searching tools exist (Boolean operators, truncation, field searching and so forth),
- what purpose each of them serve,
- how to use them for searching and browsing, and
- how to develop evaluation skills.

Cassell and Hiremath noted that the essence of information literacy is “fostering an individual’s sense of curiosity and creativity in tandem with developing his ability to find, locate, and evaluate information” (p. 340).

3. **Target audience:** Undergraduate, graduate students, and academic researchers. The language of the online tutorial is meant to be very clear, that can be pertinent to the academic community no matter age, ethnicity or first language.

4. **Resources:** Assign a specialist from Technology Services Department who will be responsible for creating a special link on the home page that will take a user in that part of the library website where they will receive knowledge about search tools accompanied with good examples. He will also be responsible for creating the content of those tutorials and for the renewal of the tutorial subject on the weekly base. If there are questions about this tutorial received as a feedback from users he will answer these questions.

Printed handouts will be prepared with the same tutorial information and will be put in special handout holders. Every table in the computer zone of the library will be supplied with one handout holder.

5. **Process:** First of all, content for this online tutorial must be created and adapted for printed handouts too. Secondly, upload the tutorial to the website of the library, create all necessary links, and check their work. Thirdly, advertise the tutorial on the website, in the newsletter, and inside the premises of the library. This tutorial will work continuously with weekly renewal of each page. The option to access the previous pages for users who missed them will be provided. We will see how it works. If people like this idea it will be possible to organize instruction classes that will take place in the library, for example, once a month.

I like how Susan Barnes Whyte says that “teaching is a succession of minor epiphanies... It cannot be accomplished in one session or in one year of education. Build upon those epiphanies!” (Cassell and Hiremath, p. 342)

6. **Evaluation:** At the end of each tutorial page there will be a feedback section with only three questions:

- Did you find the tutorial useful? Three options to answer: *yes*, *no*, and a comment box.
- Is there anything that left unclear? *Yes*, *no*, and comment box.
- Will you come back to know a new searching tip? *Yes*, *no*, comment box.

It is possible to provide an option for additional comment.

The handouts that will be provided in the library will have a similar feedback section at the bottom of the page. The information received from feedback will be measured and analyzed.

Very clear and thoughtfully organized plan, Elena. Having an online option that can be accessed on demand to supplement in-person and print material is a solid approach. Good job!
5 points out of 5 (Grade A). Sujin B Huggins, Nov 4 at 1:56pm
