



# Learning By Doing: Redesigning the First Year Information Literacy Programme

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## Aims & Objectives

We identified a need for a pro-active approach to teaching first years, engaging the students towards becoming confident, competent library users

**Aim:**  
To redesign the First Year Information Literacy Programme as a predominantly hands-on workshop

- Objectives:**
- Design a library workshop, facilitated by the librarian, working with students, developing transferable skill-sets for 'learning how to learn'
  - Develop customised learning materials, actively engaging students, and stimulating group work

## Innovation

- The Workshop Approach:**
- Learning by doing
  - Learner takes centre stage
  - Librarian as 'Guide on the Side'
  - Independent, self-directed, active learning

- The Worksheet Approach:**
- Customised learning objects
  - Problem-centred activities
  - Subject-specific
  - Themes of popular culture



*Learning is not a spectator sport. Students do not learn much just by sitting in classes listening to teachers, memorizing pre-packaged assignments, and spitting out answers. They must talk about what they are learning, write about it, relate it to past experiences and apply it to their daily lives. They must make what they learn part of themselves*

Chickering & Gamson, 1987

*Learning is an active process and the Institute is committed to ensuring that the learner is at the centre of the learning experience*

WIT Strategic Plan 2007-2010



**The 1st Year WIT Student**

Speech bubbles contain actual student comments as received in the student surveys

**References:**

- Chickering, A. W. and Gamson, Z. F. (1987) 'Seven principles for good practice in undergraduate education', *AAHE Bulletin*, 39(7), pp.3-7.
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- Shuell, T.J. (1986) 'Cognitive conceptions of learning', *Review of Educational Research*, 56, pp.411-436.
- WIT (2007) *Strategic Plan 2007-2010* [Online]. Available at: <http://www2.wit.ie/AboutWIT/StrategicPlan/FiletoUpload.19822.en.pdf> [Accessed 18/03/10]

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## Project Description

- Project Cycle:**
- Restructure existing programme
  - Design and develop engaging learning objects
  - Testing & piloting
  - Launching the revised programme
  - Formal evaluation

*If transportation may be likened to learning, the goal of education is not to move learners passively from point to point but to help them learn to drive themselves*

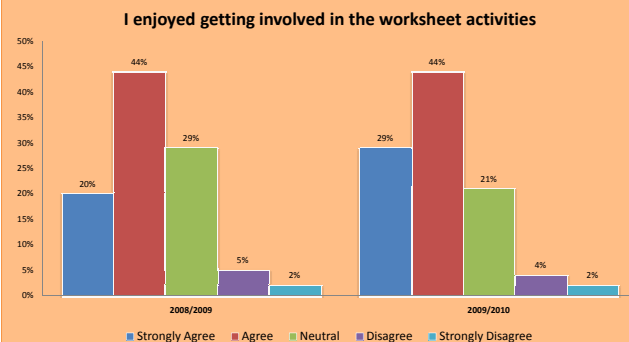
Gunderman & Wood, 2004



## Impact

- Our Observations**
- Reinvigorated Information Literacy Team & Programme
  - High levels of student satisfaction and confidence
  - Self-directed learners with transferable skill-sets

- Key Findings:**
- Student surveys administered throughout 2008/2009 & 2009/2010



*What the student does is more important in determining what is learned than what the teacher does*

Shuell, 1986

- Going Forward:**
- Integrate the student-centred, active learning model into our range of training programmes for undergraduates, postgraduates and staff