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 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

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

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

Impact

I enjoyed getting involved in the worksheet activities

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

References:

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