Spring 3-27-2015

Beyond the One Shot: Creating a Course for Sustained Adult Learning

Makiba Foster
Washington University in St Louis

Kristine Helbling
Washington University in St Louis

Follow this and additional works at: http://openscholarship.wustl.edu/lib_present

Part of the Curriculum and Instruction Commons, and the Library and Information Science Commons

Recommended Citation
http://openscholarship.wustl.edu/lib_present/12

This Poster is brought to you for free and open access by the University Libraries at Washington University Open Scholarship. It has been accepted for inclusion in University Libraries Presentations by an authorized administrator of Washington University Open Scholarship. For more information, please contact digital@wumail.wustl.edu.
Beyond the One-Shot: Creating a Course for Sustained Adult Learning

Makiba Foster, Subject Librarian and Kristine Helbling, Instruction Coordinator

Washington University in St. Louis

Mastering Research in Today’s Academic Library is a General Studies pass/fail course that provides students with tools and skills to:

- Efficiently evaluate and select appropriate high-quality resources.
- Demystify the organization of academic libraries.
- Conduct academic research thoroughly and proficiently.
- Use information ethically and responsibly.
- Apply to any information-seeking situation.

Of the 650 library instruction courses at the University last year, less than 3% were provided to evening and part-time students.

THE FEEDBACK

What did you like most about this course?
“It helped me become familiar with all of the university’s resources that I probably wouldn’t have discovered on my own.”

What would you tell another student about this course?
“This is a class for a student that just started back to school and needs to know the very basics of research.”

Take this course it will help you throughout your research.”

What would you like to tell the instructor?
“I enjoyed having her as an instructor and will seek assistance from her throughout my career at the university.”

“She is the best for helping you get through some difficult research topics.”

What did you like least about this course?
“We spent a lot of time on simple computer issues and it made the course very slow.”

Course was intentionally scheduled during a non-conflict time to not compete with evening degree program courses.

THE DISCOVERIES & NEXT STEPS

An unexpected discovery from teaching this class was learning that some returning adult learners’ computer skills were lacking.

- We recommended that the evening program include a basic computer course.
- We offered outside class consultations on computer basics.
- We directed students to community and campus resources to improve computer competency.

Our next steps include:
- Offering an online version of this course.
- Strategizing and collaborating with partners to better market course.

THE BIBLIOGRAPHY


For additional information please contact:

Makiba Foster or Kristine Helbling
Olin Library
Washington University in St. Louis
mfoster@wustl.edu or helblingk@wustl.edu

THE STUDENTS & THE LIBRARY

Degree-seeking evening college enrollment: 1,340 students:
- 771 undergraduates enrolled in evening and part-time programs
- 832 graduate and professional students enrolled in evening and part-time programs

This is approximately 12% of the University’s total student enrollment

Total Evening & Day Enrollment

Of the 650 library instruction courses at the University last year, less than 3% were provided to evening and part-time students.

PERSUADING THE ADMINISTRATORS

June 2012: Course Equity. Evening Program, Administration, course proposal submitted.

July 2012: Course Proposal for Information Essentials, and Research Expertise

August 2012: Preliminary review. Revised proposal submitted. Mastering Research in Today’s Academic Library

September 2012: Revised by the Advisory Committee. “Do not pull instructors off such a course.”

October 2012: Course approved and scheduled. First evening of Spring Semester, 2 in attendance.

January 2013: Course continued due to low enrollment. Course requested for second half of Spring Semester

March 2013: First class makes

April 2013: Begins process to order course next year

June 2013: Review of course evals with Evening Program Administrator. We suggest new scheduling model

August 2013: Confirm composition: instructor for companion course

October 2013: Meet with student advisors to promote course

January 2014: Course offered second time; Sufficient enrollment

The course was intentionally scheduled during a non-conflict time to not compete with evening degree program courses.

Course designed as a companion to any research intensive course.

Course activities help adult students apply their work/life related skill sets to information seeking.

Adults bring life experiences and knowledge to learning experiences

Adults are internally motivated and self-directed

Adults are goal and relevancy oriented

Adults are practical

KNOWLES ADULT LEARNING PRINCIPLES


Social Media

#BOS139 WACRL2015