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: https://openscholarship.wustl.edu/lib_present

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

Recommended Citation

Foster, Makiba and Helbling, Kristine, "Beyond the One Shot: Creating a Course for Sustained Adult Learning" (2015). University Libraries Presentations. 12.  
https://openscholarship.wustl.edu/lib_present/12
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

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

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

PERCUADING THE ADMINISTRATORS

By enrolling adult students recognize the need to improve research skills to successfully complete assignments in other courses.

Course designed as a companion to any research intensive course.

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

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

Adults are internally motivated and self-directed

Adults bring life experiences and knowledge to learning experiences

KNOWLES ADULT LEARNING PRINCIPLES

Course designed as a companion to any research intensive course.

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.”

“Not long enough.”

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 helbling@wustl.edu

January 2013: Course cancelled due to low enrollment; Course re-posted for second half of Spring Semester

October 2012: Course approved and scheduled; First & second week of Spring Semester, 2 nights/week

September 2012: Review by the Advisory Committee; Do not pair instruction with such a course?

June 2012: Review by the Advisory Committee; Do not pair instruction with such a course?

July 2012: Course Proposal 45 submitted: Mastering Research in Today’s Academic Library

August 2012: Preliminary course proposal submitted: Mastering Research in Today’s Academic Library

Before 2012: Course proposal submitted to University; Course re-posted for fall of 2012

March 2013: First class makes

April 2013: Begin process to schedule course next year

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

June 2013: Review of course math with Evening Program Administrator; We suggest next scheduling model


For additional information please contact:
Makiba Foster or Kristine Helbling
Olin Library
Washington University in St. Louis
mfoster@wustl.edu or helbling@wustl.edu

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.”

“Not long enough.”

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 helbling@wustl.edu

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.”

“Not long enough.”

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 helbling@wustl.edu