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

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

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### Washington University in St. Louis

Washington University in St. Louis — UNIVERSITY LIBRARIES
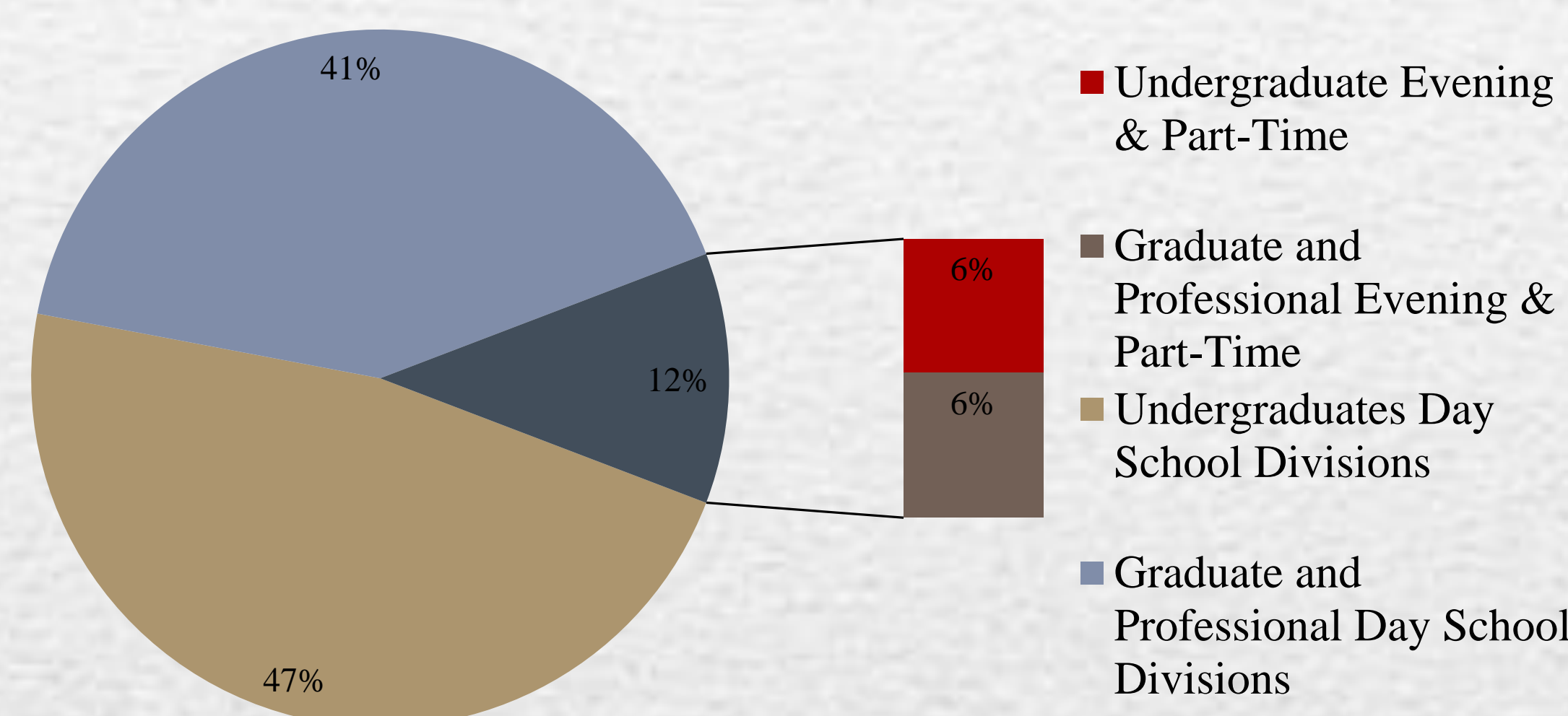
## THE STUDENTS & THE LIBRARY

Degree-seeking evening college enrollment: 1,340 students:

-771 undergraduates enrolled in evening and part-time programs

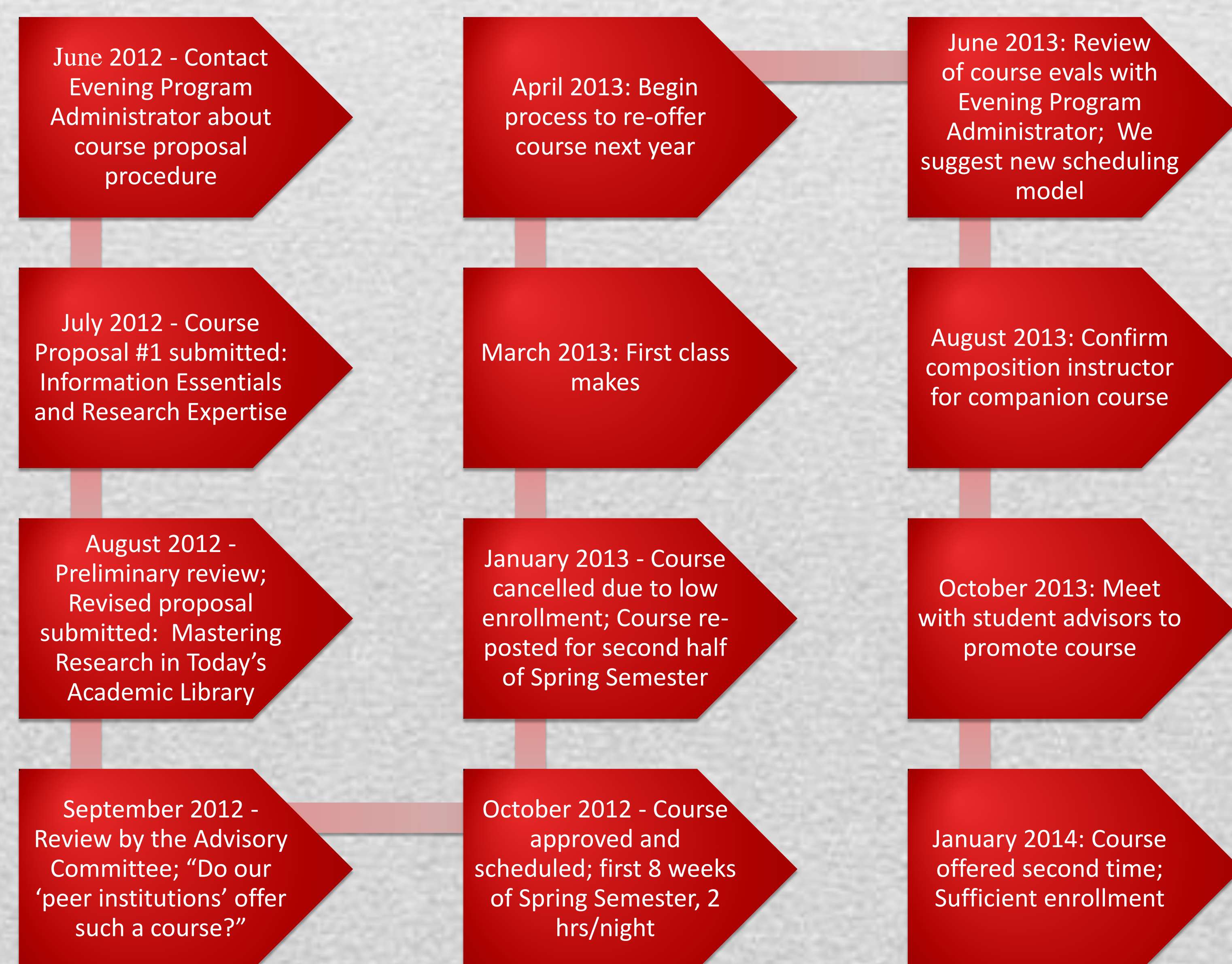-832 graduate and professional students enrolled in evening and part-time programs

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

**Total Evening & Day Enrollment**

- 41%
- 6%
- 12%
- 6%
- 47%

- ■ Undergraduate Evening & Part-Time
- ■ Graduate and Professional Evening & Part-Time
- ■ Undergraduates Day School Divisions
- ■ Graduate and Professional Day School Divisions

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

## PERSUADING THE ADMINISTRATORS

June 2012 - Contact Evening Program Administrator about course proposal procedure

July 2012 - Course Proposal #1 submitted: Information Essentials and Research Expertise

August 2012 - Preliminary review; Revised proposal submitted: Mastering Research in Today's Academic Library

September 2012 - Review by the Advisory Committee; "Do our 'peer institutions' offer such a course?"

April 2013: Begin process to re-offer course next year

March 2013: First class makes

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

October 2012 - Course approved and scheduled; first 8 weeks of Spring Semester, 2 hrs/night

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

**Social Media**

**#BOSi39 #ACRL2015**

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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**.

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

Adults are goal and relevancy oriented

Adults are practical

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.

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## 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

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