

Why Do They Keep Pushing the Button? Understanding the student searching process

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About Me

- 15+ years as an instruction librarian
- Oversaw ILL for 3 years
- Director of Online Learning for IDS
- PhD in Curriculum, Instruction & the Science of Learning from UB (2022)



Impetus for this Session

- Disconnect between ILL departments and instruction librarians
- Annoyance being voiced by ILL practitioners about people who submit bad/wrong/too many requests.



Group member

1 hr · 🗨️



Do any of you limit the number of requests patrons can place at once? We just had a faculty member place 120 requests, all with incomplete citations 😬 our ILL department is 1 person. If you place limits, please let me know what they are and how you respond to requests over that number. Any reasons to not limit requests?



12 Comments



Most Instruction is Skill-Based

- Most library instruction focuses on skills, not practices.
- A practice is a specific way of performing an action (skill) that is governed by implicit rules.
- Practices can change when the context changes.

Models of Library Instruction

- One-Shots
- Research Guides
- Credit-bearing instruction (e.g. 1 credit course)
- Videos

One Shot

- 50 – 75 minutes to cover everything a student needs to know about finding relevant sources for an assignment.
- Bad model but it's what we've got (Bowles-Terry & Donovan, 2016).
- The nuances of ILL usually don't get covered.
- Focus is generally get X articles and get on with things.

What gets covered in a one-shot?

Remember, it's only 50 - 75 minutes

- Introduction
- Library home page
- Search strategies
- Databases
- Requesting items
- Getting help

Discovery Layers

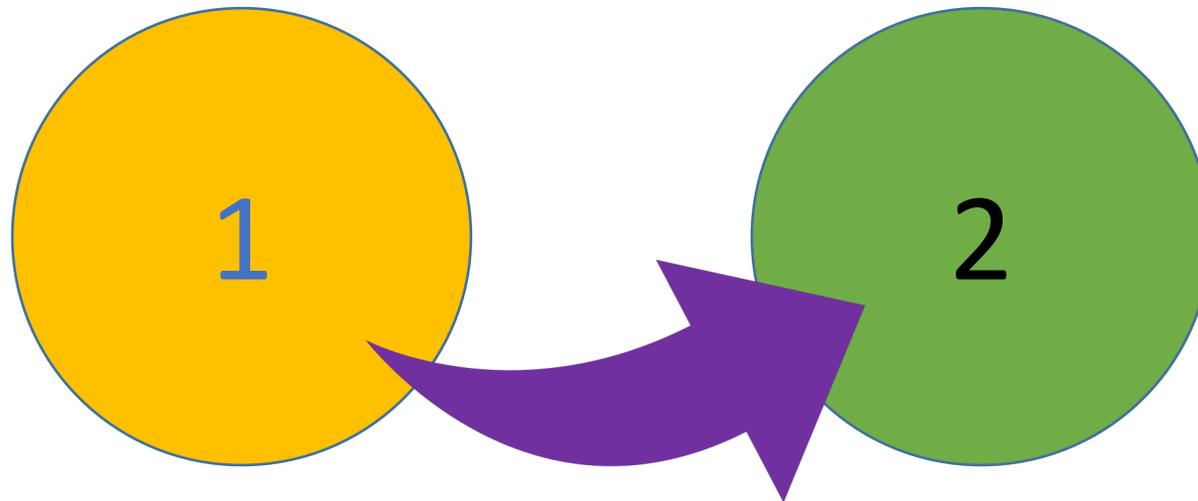
- Search engines that layer over a knowledge base
- Privilege full text responses (like Google)
- Connect multiple different types of resources
 - Catalog
 - Subject Databases
 - Open Access Collections
- Examples: Primo, EDS, Summon, Aspen

Subject Databases

- Databases that have discipline specific journals.
- Searching requires more nuanced vocabulary.
- Varying levels of full text.

Citation Linking

- Connect results in one database to content in another.
- Only as good as the data in the first database.



So....

Where does a student learn about all the intricacies of searching that you know from years of finding things?



Thinking Traps Create Unrealistic Expectations



Should and must

We sometimes think and talk to ourselves in ways that are impossible for us to achieve. They make us very aware of our failings, and the things we have not done. These often start with words such as follows:

'I should'

'I must'

'I shouldn't'

'I can't'

Stallard, Paul. *Thinking Good, Feeling Better : A Cognitive Behavioural Therapy Workbook for Adolescents and Young Adults*, John Wiley & Sons, Incorporated, 2019. ProQuest Ebook Central, <http://ebookcentral.proquest.com/lib/brockport/detail.action?docID=5567616>.



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THEORIES

So that we can start to understand why things happen.



Satisficing

- Simon (1955)
- Satisfactory $>$ Optimal

Library Anxiety

- Melon (1986)
- Students are anxious about using library resources.

Shame

- McAfee (2018)
- Students feel shame when they try to use library resources.

IL is a Social Practice

- Lloyd (2010) & Rath (2022)
- There are socially governed acceptable ways of doing information literacy activities.
- Newcomers must be apprenticed into these ways.
- We need an apprenticeship model.

SUGGESTIONS



Assume Good Will

- The vast majority of times, patrons are confused and unsure of how to navigate the library world.
- They just want to find what they need and leave.
- They might not have gotten the help they needed.



Be Useful

- You have advanced knowledge that the requestor does not – even if they have a Ph.D.
- Be helpful first – provide the answer they need/want and *then* explain how you got there.
- We're all in this together.

Apprentice The Learner

- Look for patterns in what the patron is doing that you don't like
- Refer the patron to people who can help.

Readings

Bowles-Terry, M., & Donovan, C. (2016). Serving notice on the one-shot: Changing roles for instruction librarians. *International Information & Library Review*, 48(2), 137–142.
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THANK YOU!!

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