

Who are your targeted audience and their needs?

- Clinicians
- Students, residents ...
- Consumers
- Patients & families
- Remote users
- Others...

What are you teaching?

- About your library - tours/directions...
- More specific – about your collections ...
- Bibliographic instruction
- Research guide
- Searching the Literature – databases
- Technology
- Remote access
- Others...

How are you delivering the instructions?

- Tutorial
- Info sheets
- Classroom setting
- One-on-one
- Web-based
- Others...

Examples (your own or others) you want to share

<http://www.lib.berkeley.edu/Instruction/>
<http://www.library.ucsf.edu/edtech/>

DISCUSSION NOTES:

Participants: Anne Shew (Moderator); Hannah Fisher (Recorder); Florence Jakus, Sandy Larson, Judith Welsh, Min-Lin Fang.

"Teaching Library Users"
Round Table, Jan. 30, 2004

The group had a very animated discussion. We informally discussed many specific individual experiences.

We heard from one colleague who was deeply involved in testing various PDA's for the medical residents to see which PDA's performed best with their proposed programs.

Another was concerned that clients who come to the library after being told that either they or a family member has a serious condition are overwhelmed emotionally as well as devastated by the actual disease process. Other members of the group responded and suggested that it may be best to make a judgment call and possibly produce a small pamphlet written about the condition. The feeling was that "small" might be better until the person trusts you. Another feeling expressed was that you start small, but tell the client that you can take him/her as far as they want to go. It was suggested that sometimes books or MEDLINEplus are a good way to give an overview.

Several people talked about the classes, both as formal classes and one on one. Several people voiced the thought that they enjoyed teaching one on one because people go away with tailored searches that are exactly what they want.

We discussed reading levels and expressed concerns that many have difficulties reading above a third grade level.

It was agreed that building relationships and trust were extremely important.

Communication and conducting a reference interview was very necessary.

All in all it was a very pleasant luncheon discussion. Many thoughts were exchanged and I think the whole group benefited greatly from this discussion. Ideas were shared which could be taken back to our various libraries.

Respectfully submitted,
Hannah M. Fisher