

Library Orientation at The Alma Jordan Library: The Way Forward

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Abstract

This paper describes a project undertaken at The Alma Jordan Library of the St. Augustine Campus of The University of the West Indies to pilot a new approach to Library Orientation (LO) at the start of the academic year 2012-2013.

The pilot project combined three main components: a virtual tour in the form of a narrated PowerPoint presentation, a hands-on session on navigating the Campus Libraries' electronic information portal, *UWUlinC*, and a questionnaire designed to gather feedback and test retention from participants. The pilot programme was branded and marketed under the acronym, L.I.F.E. - Library Information for Everyone - and was incorporated into a newly rebranded campus-wide First Year Experience for students new to the St. Augustine Campus.

The programme offered library literacy to new and returning undergraduate and postgraduate students. The pilot was designed to replace a month long programme which included physical library tours conducted over two weeks and subsequent information literacy instruction sessions. The L.I.F.E. programme, offered over a two week period, was approximately one hour long and sessions were held five times daily. The feedback from attending students was overwhelmingly positive. The authors, however, detect that there is still room for growth and improvement.

This paper also presents a brief historical overview of the orientation programmes of The Alma Jordan Library, explains why a new programme was proposed, and describes and presents the results of the L.I.F.E. pilot. It ends with a section on lessons learnt; examining the way forward if the orientation programmes at the Library are to be restructured in the future.

Keywords: Tamara Brathwaite; Arlene Dolabaille; The Alma Jordan Library; The University of the West Indies; User Education; Information Literacy; Library Literacy; Library Orientation

Introduction

User education programmes have been an essential service that academic libraries offer to their clients. Though the term ‘user education’ may vary to include terms such as ‘library orientation’, ‘library literacy’, ‘information literacy’ or ‘bibliographic instruction’, the concept is about introducing users to the library as well as educating them on effectively accessing and using a variety of information sources. For the academic library the expected outcome of a user education programme is an information literate user who will be both aware of the physical layout of the library and the services offered, and knowledgeable about the numerous library resources at his/her disposal during his/her academic tenure.

The Alma Jordan Library (AJL), formerly the Main Library of The University of the West Indies (UWI), St. Augustine Campus is the largest library in the St. Augustine Campus Libraries network. The St. Augustine Campus is a member of the regional university, the UWI, that includes the Mona Campus in Jamaica, the Cave Hill Campus in Barbados and a virtual network of campus and non-campus territories referred to as the Open Campus, with its headquarters in Barbados. These four campuses offer a wide range of undergraduate and postgraduate programmes with a student intake that steadily increases each year. At St. Augustine, new student enrolment numbered 4805 in 2009/10, 4552 in 2010/11 and 4963 in 2011/12 (UWI 2013). While each campus is responsible for its own design and delivery of library and information literacy programmes, there has been, in the past year, an effort to standardize information literacy across the four campuses, with discussions led by the University Librarian. In this regard, the emphasis that the AJL places on user education is similar to that demonstrated at other campuses of the UWI.

This paper provides a historical overview of user education programmes deployed over time at the AJL with specific emphasis on the more recent, redesigned user education programme, branded as Library Information For Everyone (L.I.F.E.). It examines data collected from the new programme and suggests approaches for the continuous improvement of orientation programmes in the future.

Literature Review

A library tour is an introduction and orientation to the staff, services and spaces available to library patrons and can be as simple or as complex as librarians determine it to be. The pivotal factor for the type of tour may have more to do with staffing, costs, time and learning outcomes rather than with any particular best practice. Since most academic libraries offer some form of orientation to students at the beginning of the academic year, there is obviously a benefit in providing this service. These benefits could range from any or all of the following: introducing students to the library, calming library anxiety, demonstrating services and resources, showing physical and virtual spaces and ensuring that students become familiar with staff.

From the literature, it is evident that other academic libraries, like the AJL, are grappling with the issue of formalizing user education. Additionally, 'library tour' now appears to be an outmoded term. Over time the library tour concept has evolved, imbibing other aspects – most notably, instruction - and has also been adjectivized by technological developments, like “web library tours” (Hickok 2002) and “multimedia based library orientation” (Madhusudhan and Singh 2010). Current literature is sporadic on defining 'library tours', specifically in academic libraries and this is due to the fact that library user education is more popular in academic libraries and the tour component is now part of a larger instruction agenda.

A historical review of the literature has revealed that library tours in academic libraries gained popularity in the 1960s (Du Mont and Schloman 1995), but due to the intensive demand on staff time, alternative methods of introducing new students to the library were developed, leading to the creation of library material to support self-guided tours and other methods of orientation. In the 1970s, Mary Jo Lynch (1974) identified a shift from traditional tours to self-guided tours and those that included technology, which she termed media tours. Never completely out of vogue, the traditional tour with a librarian guiding students through the

library remained a staple in the 1980s, enhanced by the addition of instructional elements to those introductory sessions. Mensching (1989) presented findings of research on library tours to support the notion that library instruction, coupled with physical tours, became the preferred method of orientation in the 1980s. The term 'information literacy' gained prominence in the 1990s, and library tours were seen as a part of the information literacy session – with some distinguishing it as library literacy, a component of information literacy.

At the turn of the millennium, with the explosion of information and the ubiquity of technology, library orientation took on a new look. The literature is replete with case studies on using technology to enhance and disseminate information to users prior to them even entering the library. According to Hickok (2002), “[h]istorically user education has been achieved through printed guides, maps, conducted tours, etc. With the advent of the World Wide Web, libraries began transferring these means to electronic form – online guides, maps and tours.” Today with the advent of online tours, multimedia use, interactive maps, visual storytelling, social networks and the easy accessibility of information on multiple devices, many libraries are embracing the opportunities to deploy orientation programmes that bring users to the library pre-armed with what, where and how the library can be of assistance to them. Today a tour of the library is not limited to the walls of the library.

As aforementioned, the methods used to offer library orientation vary. Some methods employ the use of technology while others do not. In a paper on library orientation methods, Stoffle and Bonn (1973), presented an inventory of several methods of library orientation which included a walk-through tour, a self-guided tour and a tour using audio visual material. This research distinguishes tours from instruction. For them instruction was related to teaching offered in classes, a specific library course, point of use methods (increasingly referred to as point of need), handbooks or printed guides and computer-aided instruction. A study done by Oling and Mach (2002) on library tours conducted in 111 Academic and Research Libraries (ARL) in North America updated this research. In two types of academic libraries, public and private,

they identified three tour types, similar to Stoffle and Bonn, and six formats. The research distinguished types as distinct from delivery method. The types included guided, offered by a trained library specialist, self-guided which are specifically limited to “self-paced tours” with patrons armed with printed resources, and finally, virtual tours. Oling and Mach (2002) further noted that “guided tours are by far the most popular being offered by 93 percent of the libraries.” Oling and Mach (2002) further defined audio cassette tours as requiring hand held audio devices, video tours as guides shown on video cassettes and the computerised tour offered at limited access points. The researchers noted that all of the above are time consuming to create, costly to update and seldom used by patrons. However, they pointed out that increasingly virtual tours, tours available on the web, are enjoying popular usage in academic and research libraries, and are often used as part of library instruction. More recently, the use of library orientation videos according to Mikkelsen and Davidson (quoted in Harrington et al. 2011), is being seen as a “successful way to introduce the library to first year students.”

Many writers on the topic have discussed the need to embrace digital technologies in revamping their orientation courses in response to the changes in the information environment. Some programmes are small scale using current resources to impact the orientation, while others are well budgeted items which require great collaboration to effect. Four examples from the literature of user education programmes that have significantly impacted library orientation are presented below.

According to Izenstark and MacDonald (2008), redesigning their orientation programme at the University of Rhode Island Library required introducing a three part active engagement plan. The passive tour was replaced by a map with fill-in-the-blank components; the catalogue demonstration became a hands-on exploration of the library’s website; and the final activity was replaced by a scavenger hunt. The reported feedback was very positive. The authors acknowledged that despite the negative reviews of scavenger hunts in library literature, they were able to create an exercise that worked for their library and was effective in introducing

students to the Library's resources in an engaging way while using material at their disposal. The programme was well received, reached more students, and had greater impact on positively introducing students to library resources.

Madhusudhan and Singh (2010) reported on a multimedia based library orientation programme designed to supplement library tours. With reference to the current information landscape, a virtual tour was designed at their large college library in New Delhi, India. Its aim was to reduce the burden of librarians having to repeat themselves during physical tours and rather encourage self-learning by new students. Using Macromedia Flash, a 20 minute presentation was developed and rolled out during orientation week. It was enthusiastically received by the staff; and the student population rated the product as excellent in that it complemented the library tours, allowing students the flexibility of accessing it on their own time.

In "Web Library Tours: Using Streaming Videos and Interactive Quizzes," Hickok (2002) chronicles the development of a library product designed to affect library orientation. The California State Library developed a fully narrated library tour which it hosted on its website to meet its large student population. The streaming video also included JavaScript quizzes to prompt users to fill in their responses to questions based on the video. In choosing this format, Hickok (2002) explained that video streaming had the potential to capture students and technology in a partnership that would benefit the library in its "first step towards its larger goal of information literacy."

The librarians at Mason Library in Keene State College, New Hampshire, developed a three segment orientation session that used open source applications and visual storytelling. Harrington et al. (2011) described how using freely available software and library resources to produce an engaging programme appealed to a variety of learning styles and reduced the anxiety of new students. The orientation started with a video tour of the library created using iMovie, followed by a polling method to engage students and solicit feedback called Poll Everywhere and ended with a research "horror" story narrating a student's research process.

The program was hailed as a success in getting the point across that the library is a useful and welcoming place.

The literature demonstrates that both librarians and users respond positively to technology when it is used along with interactive elements to enhance library orientation. It also points out that though time consuming, the impact of implementing these new developments, is positive. Staff is more eager to present the product and help students use the library, the image of the library is improved, leaving users with a very positive outlook of the resources and services, and users are more likely to return to the library.

History of User Education at The Alma Jordan Library, St. Augustine

Library Orientation (LO)

The Alma Jordan Library was established in 1961 and has been offering user education programmes since 1964. These programmes have targeted mainly new students, but have also included returning students. Clarke (1999) in his article “User Education at the Main Library of the University of the West Indies, St. Augustine: a Historical Chronicle” stated that as early as 1964, there was evidence that the then Vice-Dean of the College of Arts and Science instructed academic staff to send new students to the Deputy Librarian in order to get a tour of the library. This ‘instruction’ however, was not mandatory for students. It was not tied to a ‘for-credit’ or co-curricular course and therefore, attendance was based on the students’ perception of the session’s importance to them. Clarke (1999) also noted that the user education program comprised of a library orientation tour during the first week of the semester, followed by a detailed library instruction session where students learnt how to use the catalogue, locate an item, create a bibliography and discover other library resources. The orientation tours saw a high attendance rate among students – 70%. In 1985, a change was made to this format. Physical tours were replaced by a video presentation, but this was not as effective as the guided tours and was consequently abandoned in 1990. There had been some discussion of introducing self-guided tours due to increasing enrolment figures, noting that this format could have allowed students to learn and explore at their own pace. This idea never materialized and

as a result, up until September 2012 the approach continued to reflect the practice established in 1964, that is, conducting physical library orientation tours and library instruction sessions as two separate programmes.

Library Instruction/Information Literacy (IL)

The earliest evidence of library instruction according to Clarke (1999), was a presentation on library research methods delivered by the Campus Librarian to a group of third year Agronomy students in 1967. At that time, the integration of library instruction as a module into the University's curriculum as a formalized institutional programme was conceptualized. Up to the late 1990s, 'library instruction' was the term used to define teaching students about library skills; this term was replaced by the concept "Information Literacy" (IL). At The Alma Jordan Library, IL training has been delivered using three approaches. The first consists of 1-hour long, generic IL sessions that are scheduled during the third and fourth weeks of the new semester and which are conducted by librarians within the library. The second approach includes those sessions that are delivered (both at the undergraduate and postgraduate levels) by Faculty Liaison Librarians. These sessions are conducted either on the Faculty premises or in the library, and provide more subject-specific library instruction. In the case of undergraduates, IL sessions are part of the University's foundation courses and Faculty Liaison Librarians are given one or two teaching periods by lecturers or tutors. The third approach to delivering IL by the AJL involved the creation of online tutorials which were created in-house by librarians, and posted on the library's website (Hosein 2006). These tutorials were also uploaded to MyElearning, the online course delivery platform used on the St. Augustine Campus to facilitate blended teaching and learning.

User Education Programmes up to September 2012

For the purposes of this paper, we will examine library orientation and generic information literacy sessions that were conducted only in the library during the first month of the semester,

and discuss how the introduction of a pilot project to replace these separate sessions brought about encouraging results.

Over the past seven years, user education programmes at the AJL remained more or less the same as it was some 40 years ago, with some strides being made in the IL component. Attendance at sessions was not compulsory, unless students were encouraged to attend based on their lecturers' influence, or as a result of successful marketing strategies adopted by the library. For the first two weeks of the semester, guided Library Orientation (LO) tours were conducted, followed by a further two weeks of generic IL sessions. These were marketed in several ways: a library booth at the Campus' Orientation fair for new students, assistance from the Marketing & Communications Department to publicize sessions, orientation brochures placed in students' registration packages, and notices posted within the library, on the library's website and around the campus.

The LO tours required prior registration so that numbers in each group were manageable, although if students appeared without registering, and the maximum number for the group had not been reached, they were allowed to attend. LO took the form of a guided physical tour and lasted approximately 40 minutes, with a maximum of 25 students per group. Two librarians were scheduled for each session and if the group comprised of 25 or more students, then it was divided into two. Sessions ran every hour during the day, with one session scheduled in the evening when the late shift librarian was on duty. In an effort to ensure that the same information was disseminated to all students, librarians were given a list of "talking points"- topics to discuss when introducing students to the library. Some of these topics included:

- Library services offered - printing and reprographic facilities, loan entitlements, and opening hours.
- Introduction and demonstration of the Online Public Access Catalogue (OPAC) by the librarian on locating a book using the Library of Congress Classification system.

- Introduction to key areas in the library - the Accounts Unit, the computer laboratories, the loans counter, the course reserve counter, and the Help Desk.
- Brief explanation of the library collection – both print and electronic.

At the end of each session, students were given a library premium. They were also urged to register for one of the upcoming information literacy sessions held in the computer laboratory providing hands-on demonstration on the use of library online and print resources.

Impetus for Developing a New Programme

At the AJL, statistics revealed that the library's user education programme was not reaching the majority of new students. The situation required examination to determine the causes of low attendance at orientation sessions, and what needed to be done to improve on students' awareness of the library's services.

A critical examination of the previous iteration led to the following observations about the library orientation sessions.

- The programme which ran for at least three weeks was too long, with statistics indicating highest attendance by students mainly in the first week of the semester. By the third week of the programme, attendance dropped drastically as students focused more on attending classes and completing assignments within their course of study.
- The IL programme continues to be limited by the inadequate training facilities in the library. While there has been an increase in the number of computers in the User Education Centre (UEC) for hands-on searching and navigation of research databases and the library catalogue, the space is too small to cater for larger training groups.
- An internal perception of the orientation programme was that the learning objectives were not well defined and librarians were ambitious in trying to accomplish too much during the time scheduled for a LO session. Therefore, students were being overloaded

with information, and retention was not always assured. Additionally, since there was no student evaluation of the orientation tours (with the exception of 2011), an overall assessment and determination of impact could not be undertaken.

The temporary appointment of an Information Literacy Coordinator in April 2012 to the AJL was seen as a positive development in terms of bringing structure to the deployment of any new LO strategy. Prior to the establishment of this position, there was no one person solely responsible for shaping the programmes for user education and information literacy. The role of IL Coordinator included redesigning the content of the orientation programme and improving upon techniques previously adopted.

At the beginning of the academic year 2012-2013, the AJL piloted L.I.F.E., an approach to user education that included the use of virtual tours, practical sessions for searching electronic resources, and the informal testing of participants to assess their level of comprehension of the main IL elements taught. Attendance numbers for LO and IL sessions from 2008/09 – 2011/12 and those of the L.I.F.E. pilot project in 2012/13 are presented below in Table 1:

Table 1 – Library Orientation Student Attendance Statistics

Year	Students attending LO programme	Students attending IL programme	Students attending L.I.F.E. programme
2008/09	365	22	
2009/10	632	54	
2010/11	447	57	
2011/12	502	77	
2012/13	-	-	630

From the figures, it is evident that the LO programme had a good attendance rate, while the generic IL sessions were poorly attended. These generic IL sessions being offered in the library were not clearly distinguished from the IL sessions offered in the faculty. Students may have considered them a repeat of what they would have already heard in their structured IL sessions,

and perhaps this may have been a reason for the low attendance rate. It is important to note that between 2008 and 2012 students attending the LO programme would have most likely attended the IL sessions. A total number of 630 students attended the new redesigned L.I.F.E. programme in 2012/2013.

Methodology

L.I.F.E. Project

The project combined a virtual tour, a librarian-led hands-on session on navigating the Campus Libraries' electronic information portal, UWI Libraries Information Connexion (*UWIlInC*), and a questionnaire to be completed by the attendees. It was branded Library Information For Everyone and marketed under the acronym L.I.F.E. and was fitted into the newly rebranded First Year Experience programme for students new to the St. Augustine Campus. Knowing what was required was the easiest part of the project; getting it done required a bit more creativity. The preparation of a three part orientation exercise that would last less than an hour and still meet the learning objectives set for students, required a product that was engaging, easy to operate and succinct.

A decision was made to use a narrated PowerPoint presentation for the first part of the L.I.F.E. exercise. The template and pictures of a virtual tour already available on the AJL's webpage were used as a blueprint. Pictures were selected, or updated if changes in the library were noted, and a transcript was prepared. The transcript went through several stages of editing to ensure that only salient elements were included. A talent to vocalize the transcript was then identified from staff in the library. The PowerPoint presentation was converted into video using software freely available online, Camstudio and Audacity. The video was created using Camstudio to capture an automated PowerPoint slide show, then voice and royalty-free music were added to the video using Audacity software. After several attempts, multiple screenings and changes, a final version was agreed upon. This process took six weeks.

The second part of the orientation required a hands-on demonstration of the *UWillinC* information portal to students. This required less effort as several guides were already available on the topic. It was felt that librarians could follow simple guidelines to demonstrate the use of the software to students. This area was loosely crafted and left to the discretion of librarians with advice on how much time should be devoted to the hands-on session. Talking-points and advice on areas of focus were prepared for librarians engaged in this activity.

The final component was a multiple choice survey administered to students who attended the L.I.F.E. sessions (Appendix I). The survey gathered general demographic data. A question was included for students to identify the type of electronic device that they owned to access the internet. It was felt that in successive surveys the answers to this question could record trends in the profiles of students and assess their level of connectivity, should a Bring Your Own Device (BYOD) method of training be recommended for future offerings. This would be particularly useful as students enter the campus with their own devices and express an interest in using them to access library services. The remaining questions covered all of the major elements of the narrated PowerPoint presentations, in an attempt to gather from participants their retention of the issues expressed, discussed and demonstrated. The survey was also designed to ascertain the attractiveness of the L.I.F.E. session and the last question included a reflective component, requiring students to demonstrate whether they would recommend the session to another student. The survey was prepared online, but printed copies were distributed at the sessions. The responses were subsequently entered into SurveyMonkey for analysis.

Two weeks before the start of the semester, L.I.F.E. was presented to the Head of User Services and pretested on staff members who were also enrolled as students of the UWI, and the librarians. Based on these screenings, several last minute changes were made to the video and questionnaire. Subsequent to these changes, L.I.F.E. was presented to all staff and the talking points were disseminated. The feedback was positive, with several changes suggested for future iterations of the video.

Marketing and Incentive

The Department of Marketing and Communications on the St. Augustine Campus was approached for assistance, and a brochure was created to support the L.I.F.E. campaign. A subsequent bookmark advertising the L.I.F.E. orientation sessions was designed and given to the campus Student Administration personnel in June to be placed in all of the welcome packages of new students and in the Registration Hall. Brochures were placed in every library in the Campus Libraries Network and displayed on notice boards across the campus. Taking advantage of social networking, notices appeared on Twitter, Facebook and UWI's RSS feeds. The information about the L.I.F.E. sessions was marketed in emails to all staff and on closed circuit television screens on the campus. Finally, during the week before the semester opened, new students were personally invited to attend L.I.F.E. sessions by library personnel who manned the library booth at the Information Village, an expo style fair attended by students new to the St. Augustine campus.

A subsequent roster scheduling librarians to conduct L.I.F.E. sessions was designed, approved and disseminated to staff. The narrated PowerPoint presentation, in video form, was loaded onto the computer in the UEC, a folder which included registration forms, *UWllinC* handouts, talking points and the print survey were placed in the UEC for the librarians' attention.

Handouts on rules of the library, telephone numbers of library staff and either pens or *UWllinC* branded notelets were given to all attending students. At every session, attending students were encouraged to complete the registration form for the chance to win a 64 gigabyte flash drive. This draw was done in October 2012 after the L.I.F.E. sessions had ended. Through a random draw, a new student from the Faculty of Law was selected and awarded the prize. The draw was publicized on Facebook and throughout the Campus Libraries network. The winning

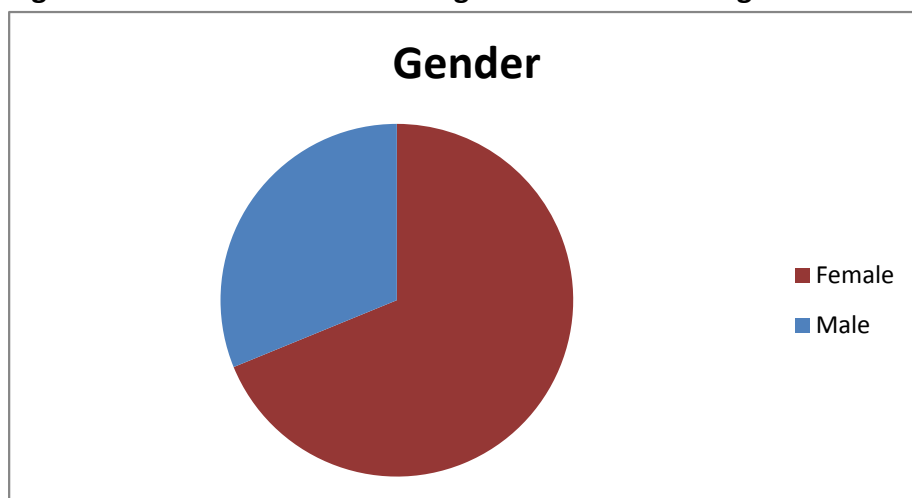
student noted that the three part session and the brand L.I.F.E. provided an excellent introduction to the services of the Library¹.

Data Analysis

Statistics for the 2012/13 enrollment indicate that 4,483 new students were admitted to the St. Augustine Campus (UWI 2013). Calculations revealed that at five times a day with thirty persons per session for two weeks, the AJL training centre, at full capacity, could accommodate a total of 1250 students. At the end of the L.I.F.E. sessions, there had been 630 participants, representing 50% of possible attendees, and 15% of all newly recruited students. One of the long term objectives of the L.I.F.E. programme is to use the videos in an online environment to meet a larger population of the new student intake. This would supplement the numbers reached in the actual L.I.F.E. sessions.

During the introduction to the L.I.F.E. session, participants were told about the survey and were requested to complete it at the end of the session. Of the 630 students who attended the sessions, 619 of them attempted to complete the survey, with 591 of them completing the survey (95.5%). This provided an excellent sample size of students who were new to the campus and attended the session.

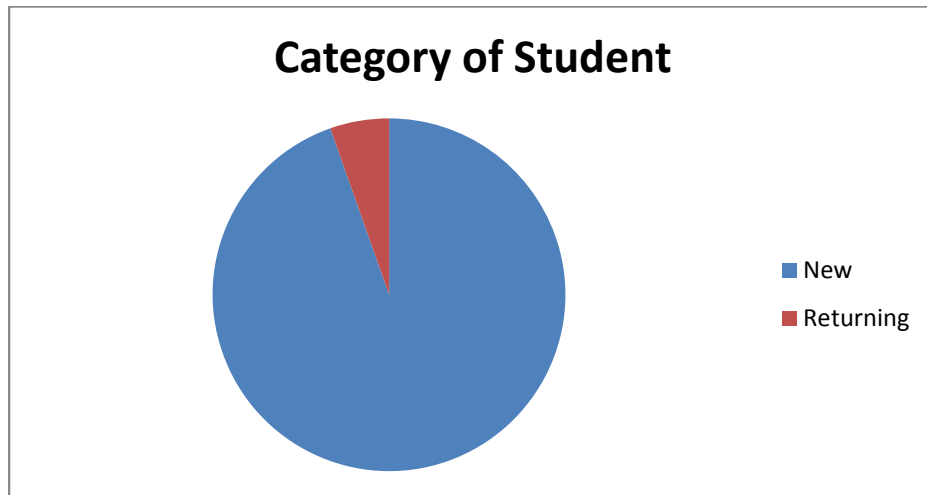
Fig. 1 - Gender of Attending Students Showing 68.8% Female and 31.2% Male



¹ See also [tinyurl/bft5249](http://tinyurl.com/bft5249)

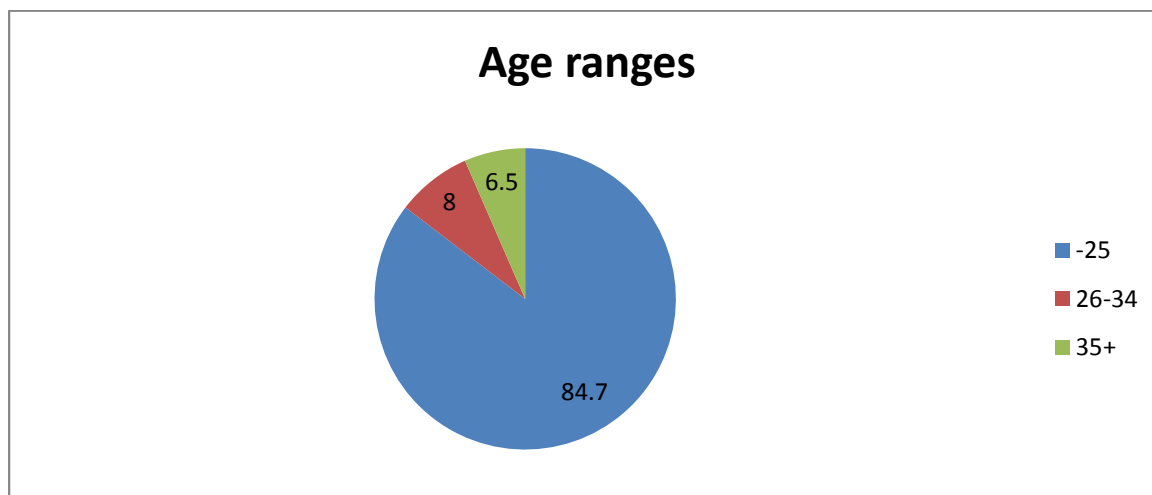
The pie-chart percentages above correlate with the numbers of female and male students enrolled on the UWI St Augustine Campus. Recent reports indicate that of the approximately 17,000 students currently enrolled at the institution, more than 60 percent are women” (Connelly 2010).

Fig. 2 – Category of Student



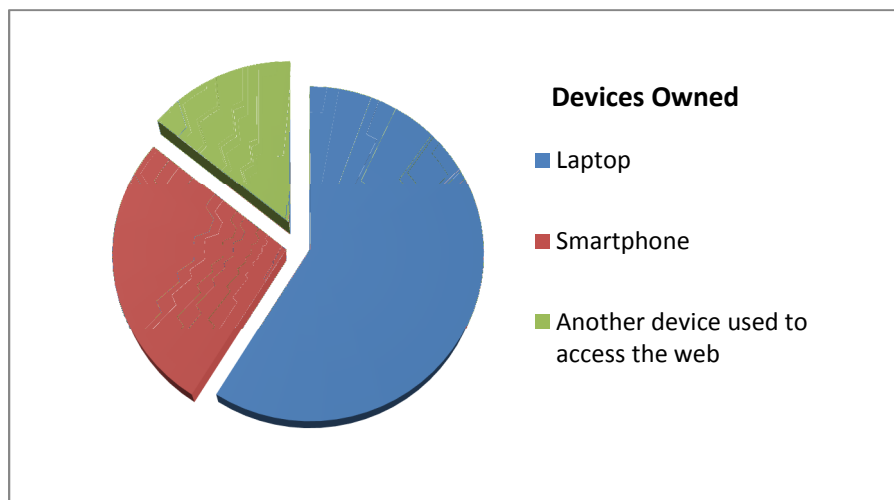
Of the respondents, new students accounted for 94.6% (578) and returning students 5.4% (33). Most of the respondents were undergraduates 90.7%, while 7.8% were postgraduates, and staff members accounted for 1.5%. In this instance, new staff members were categorised as students for data analysis.

Fig. 3 – Age Ranges of Students



Five hundred and twenty two students, or 84.7% of attendees, were between the ages of 15-25; fifty-four students (8.8%) fell into the 26-35 category, and forty or 6.5% of the participants were over 35 years old.

Fig. 4 – Web Accessible Devices Owned By Students



The final question in this section quantified the devices students owned. Responses illustrated that all students had at least one device. As previously mentioned, this data would be useful for future iterations of the project, especially if the BYOD model is adopted.

In the second section of the questionnaire, there were 20 multiple choice questions. There was an overall 78.5% correct response rate to the questions in the survey. This was further broken down as follows: 8 questions gained a 90% correct response, 6 gained an 80% correct response, 2 gained a 70% correct response and 4 questions gained a 60% correct response. This result suggests that the participants were able to identify the key elements of the orientation presented in the video and orally by the facilitators.

In response to the final question, “Would you recommend this session to someone else?” the response was overwhelmingly positive. Of the 490 persons who completed the final feedback question: 217 noted that the session was informative, 88 indicated that it was helpful, 11 indicated that it was good, 22 stated that they “now understand how to use the library”, 42 were happy to learn about *UW/iinC*, and the others appreciated the pace, friendliness of staff,

and the opportunity to have hands-on experience. Many expressed relief that they now felt better equipped to use the resources of the AJL; however, one person noted that a physical tour would have been preferred. Five hundred and ninety-one (591) participants attempted this question, and 526 said yes, that they would recommend this session to another student.

Discussion

Results of the survey indicated that the reoriented pilot project was a success; anecdotal feedback from instructors supported this notion. During the two weeks, the use of physical and human resources was optimized to meet approximately the same number of students in a shorter period of time.

The content of the programme was also revised, making the LO more focused and standardized. The 10-minute video encompassed the elements of a physical tour, condensing it into one format and offering it in one space. The active engagement with *UWllinC* as a hands-on experience for the students was a new component of the LO. This gave students an opportunity to interact with the library's online resources in the presence and with the assistance of a librarian.

Additionally, the survey was important to gather feedback from students, something that was not possible before. It was beneficial to gather this data directly after students had seen the video and interacted with a librarian, as it allowed for the capture of immediate responses of participants. Although the survey could have been completed online using an appropriate platform, it was collected on paper, to prevent any glitches with technology and to encourage the participation of all students. All data collected was later entered into SurveyMonkey, an online questionnaire programme and analysed using features of the software. The open ended answers were coded and grouped similarly to the practice used by Houlihan and Click (2012).

The use of a registration form yielded some advantages. Through the form, a record of the number of students attending the sessions could be logged. An immediate observation was that more students attended the morning sessions, in comparison with the afternoon sessions.

Additionally, at the end of the L.I.F.E programme, the registration forms were used to randomly select the winner of the incentive. The incentive offered was a motivating factor for students to complete the form fully.

Library administration and staff were receptive to implementing a new LO strategy. Support from various stakeholders resulted in the success of the project. This included support from librarians who contributed to the development of the project, assistance from ancillary staff who designed, printed and distributed handouts, and cooperation from other departments on campus.

This project, however, was not without its fair share of challenges:

- The UEC lab was only outfitted to accommodate 38 students at a time; this limitation affected the numbers of persons that could be hosted in one session.
- Competition for use of the bandwidth during the busy start-of-the-year student registration period affected access to the Campus network, resulting in intermittent disruption of Internet connectivity to the UEC during IL sessions.
- Staff had minimum film production skills, and no access to features-filled editing applications for creating the video, and as a result, the final product was not of the best quality.
- The option of offering a physical tour to cater to students with different learning styles was not possible.
- Entering the data into SurveyMonkey using the completed questionnaires was a time consuming endeavour.

Lessons Learnt

While this pilot was generally successful, there are lessons to be learnt from its development and implementation. Such pointers can be incorporated into the planning of future LO programmes. An important factor highlighted was the need for an expanded training facility, so that a larger number of students can be accommodated. An option, in this regard, would be to

deploy other labs in the AJL which could all be used at scheduled times to facilitate simultaneous training.

The Faculty Liaison Librarians played an important role in advocating LO sessions to faculty members as they, in turn, encouraged students to attend. Many students indicated that they were there because their lecturers advised that they should attend. In this regard, Faculty Liaison Librarians were key partners in the development and success of the library orientation programme.

Proper planning is a requirement for producing a quality product. Preparation should begin months in advance and sufficient time should be allocated for continuous review of all aspects of the designed programme. Additionally, the programme needs to be adequately resourced, including gaining the commitment of persons with the requisite skills, and adequate funding to cover the costs of offering an attractive incentive, providing premiums, and producing a professional video.

A review of the survey instrument indicated that additional questions should have been included, in order to provide the library with useful data for the planning and marketing of future LO programmes. Responses to a question on how the students found out about the programme, for example, would have informed the AJL as to the most effective communication tool used. A question on which faculty the student belonged to, may have provided some evidence of the responsiveness by the various faculties to the LO programme.

Conclusion

For many students, a first impression of the library determines the extent to which they will use the library and its resources, whether physically or virtually. The first student/LO experience is particularly significant for an academic library since one of its mandates is to assist in producing an information literate student - a student, who at the end of the user education programme, acquires some of the skills required to become information literate. It is therefore extremely

important that the student's first learning experience in the library be enjoyable, welcoming and meaningful. At the AJL, the critical analysis and restructuring of the orientation programme undertaken during the academic year 2012-2013 was done in an attempt to create a product/service that would provide the student with such an experience.

This paper has given a historical overview of user education programmes, and has, at the same time, demonstrated the essential requirement to create, innovate, and modify LO services to meet the expectations of a changing user population. It is envisaged that the L.I.F.E. pilot project is just a stepping stone in the further development of an orientation programme that is designed to effectively assist in creating an information literate graduate of The University of the West Indies.

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Appendix 1

The Alma Jordan Library Orientation 2012

Library Survey

Please indicate your answers with a check mark and return the completed questionnaire to the box provided.

<p>I am</p> <ul style="list-style-type: none"> <input type="radio"/> Male <input type="radio"/> Female 	<p>I am</p> <ul style="list-style-type: none"> <input type="radio"/> A new student <input type="radio"/> A returning student 	<p>I am</p> <ul style="list-style-type: none"> <input type="radio"/> A Graduate student <input type="radio"/> An Undergraduate <input type="radio"/> A Staff member 	<p>I am</p> <ul style="list-style-type: none"> <input type="radio"/> 15-25 <input type="radio"/> 26-35 <input type="radio"/> Over 35 	<p>I own a</p> <ul style="list-style-type: none"> <input type="radio"/> Laptop <input type="radio"/> Smartphone <input type="radio"/> Another device used to access the web
<p>1. <i>Where is the Alma Jordan Library located?</i></p> <ul style="list-style-type: none"> a. At the School of Continuing Studies on Gordon Street b. At the Eric Williams Medical Sciences Complex c. At the southern end of the St Augustine Campus 				
<p>2. <i>From Monday to Friday during the Semester, the opening hours at the Alma Jordan Library are:-</i></p> <ul style="list-style-type: none"> a. 8:30 a.m. - 10:00 p.m. b. 8:30 a.m. - 5:00 p.m. c. 12 noon – 6:00 p.m. 				
<p>3. <i>Returning books to the library are done at:-</i></p> <ul style="list-style-type: none"> a. The Help Desk b. The Loans Counter c. The floor from which the item was retrieved 				
<p>4. <i>If you need assistance while using the services at the Alma Jordan Library you can:-</i></p> <ul style="list-style-type: none"> a. Ask at the Help Desk b. Ask a library staff member c. All of the above 				
<p>5. <i>Reserve items are materials that have been placed in the Reserve Collection upon the request of Faculty (True or False)</i></p> <ul style="list-style-type: none"> a. True b. False 				

<p>6. <i>What is the size of bag that is allowed to enter the library:-</i></p> <ul style="list-style-type: none">a. 10cm by 10cmb. 10cm by 15cmc. 15cm by 20cm
<p>7. <i>All borrowing in the library ends:-</i></p> <ul style="list-style-type: none">a. 10 minutes before the library closesb. 2 hours before the library closesc. When the bell is rung
<p>8. <i>All monetary transactions in the Library occur:-</i></p> <ul style="list-style-type: none">a. In STARSS and UECb. At the Help Deskc. At the Accounts Unit
<p>9. <i>In the User Education Centre (UEC), patrons can:-</i></p> <ul style="list-style-type: none">a. Use computers and attend training sessionsb. Consume beveragesc. Chat with friends and use cell phones
<p>10. <i>In the West Indiana and Special Collections Division, one can borrow materials written by or about West Indians (True or False)</i></p> <ul style="list-style-type: none">a. Trueb. False
<p>11. <i>In the Humanities Division, located on the third floor, one can find information on:-</i></p> <ul style="list-style-type: none">a. Architectureb. Physicsc. All of the above
<p>12. <i>In the Social Sciences Division, located on the fourth floor, one can find information on:-</i></p> <ul style="list-style-type: none">a. Economicsb. Lawc. All of the above
<p>13. <i>In the Science and Agriculture Division, located on the second floor, one can find books on:-</i></p> <ul style="list-style-type: none">a. Microbiologyb. Educationc. All of the above
<p>14. <i>In the Engineering Division, located on the first floor, one can find information related to:-</i></p> <ul style="list-style-type: none">a. Engineeringb. The United Nationsc. All of the above

<p>15. The classification directory posted in the Library indicates the location of items on the floors by:-</p> <ul style="list-style-type: none">a. Subjectb. Barcodec. Author
<p>16. Subject liaison librarians work with faculty and students to deliver information services in support of teaching, learning and research (True or False)</p> <ul style="list-style-type: none">a. Trueb. False
<p>17. What is UWlinC?</p> <ul style="list-style-type: none">a. An integrated database of information resourcesb. A listing of books for sale at the UWI Bookshopc. A social networking interface for students and faculty
<p>18. The book deposit chute is used:-</p> <ul style="list-style-type: none">a. To return CDSb. When the Library is closed to return print materialc. Any time of day
<p>19. The 24/7 service is available:-</p> <ul style="list-style-type: none">a. Only in UEC on the third floorb. Only in STARRS and the reading roomc. Only in West Indiana on the second floor
<p>20. The Alma Jordan Library is:-</p> <ul style="list-style-type: none">a. Open to all students enrolled in any tertiary level institution in Trinidad and Tobagob. Open to the publicc. Open to all registered graduate & undergraduate students and staff of UWI

Would you recommend this library session to someone? Yes No; kindly provide a reason for your answer:

Thank you!