

Appendix two: Portrait of a New Media Library User

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1. Library Users have changed

- Changes in text technologies have resulted in changes to how we think, remember and collaborate.
- Disruptive technologies can cause changes to how people relate to each other (Taris)
- Learners are becoming more knowledgeable about technology and repurpose it for their own needs.

2. Library Users have become Google-trained.

- What are the expectations of the user in the modern world?
- The proliferation of Google as a peer to peer network has taken over a chunk of the Internet, it acts as a middle man between the browser and the information.
- As people use it for searches, it uses algorithms to create a better searching tool.

A. Personal Reflections and conversation as a learning tool.

- Journaling, conversation and collaboration have historically been important to the learning process.
- Innovations in social software have allowed this process to "gel" better.
- Allows you to contribute to and see the results quicker when you collaborate and when conversations are created from personal reflections.

B. Sharing of Knowledge has become more important.

- The ability and willingness of individuals to push their thinking creatively has been enhanced by the creation of meme trees.
- Social software allows the sharing of resource lists and the ability to examine what resources your colleagues/classmates are looking at.
- Example GUSSE, a social bookmarking system that promotes the development of sustainability solutions among urban professionals and citizens.
- Promote engagement with the community.

C. Motivations have changed at the post-secondary curriculum level (Jafari 2006 pp.58 Educause).

- Integration of course software and library resources
- course software: WebCT, Sakai, Moodle
- motivation involves choices (Jafari 2006)
- Personal learning preferences can influence choices in learning modes: kinetic, visual and auditory.
- Quick info vs. contemplative: The user will choose the appropriate media depending on the

approach required for the material.

- "For elearning environments to be motivational, they must be 'smart' and acquire an understanding of the uniqueness of the learner and the instructor: their habits, choices, preferences and even errors." (Jafari 2006: pp.58 Educause).

3. Users Curriculum Needs - How Are We Currently Assisting the New User?

- Engaging faculty and students with the library
- UBC specific - hiring librarians/information specialists for individual departments.
- Ask Away - network of librarians always available via IM (instant messenger).
- McMaster University has recently adopted a similar system to "chapters.ca", a familiar interface to modern users. It has the ability to create research sets and wish lists.
- Issues: a lot of add-ons but no real overall restructuring. The catalogue currently reflects the print collection and does not operate as a research tool.

4. The future user as contributor.

- Unique URIs to show colleagues/students what resources you have been exploring.
- Historical photographs, podcasts and contributing to the findability of materials via folksonomy integrated with traditional classification systems.
- Learning salons.

5. Issue: How do you remediate between the traditional and modern user?

- Nature of digitization - How does this benefit the user? What are the disadvantages?
- Ebooks vs. digitized books - not the same thing.
- The scanning of books only shows the representation of the text, the ability to search via index may be lost. i.e. , 24x7 books no hyperlinking.
- A lot of patrons still consider themselves computer illiterate and while they may be able to handle the online catalogue as it currently stands what would happen if a tighter integration with social software were to be introduced?
- LibQual survey software - a communication strategy, which collects and interprets library user feedback systematically over time.