



Getting to know our students:

Using visitor-resident typology maps to examine students' use of online information sources

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01 Introduction

Designing meaningful information literacy instruction has been a challenge for many academic librarians, primarily because of discrepancies between the perceptions of students' knowledge and their actual use of electronic sources (Kim, & Sin, 2011; Maybee, 2006). The purpose of this study is to examine the validity and reliability of a visitor and resident typology map (White, & LeCornu, 2011) applied in the Information Literacy context, which determines where students look for information online. Furthermore, this study will discuss how students' information searching behaviours change after a semester-long credit-bearing information literacy course, demonstrating a curriculum design practices that measures qualitative change in students' learning.

02 Background information

Saint Paul University
Located in: Ottawa, ON
Founded in 1848 and federated with the University of Ottawa since 1965
Bilingual Catholic University focused on Social Sciences and Humanities
Four Faculties: Theology, Philosophy, Human Sciences, and Canon Law
Approximately 1050 students

Why the Library Lab?

Deans and Higher Administration saw the need for more services and tools for better academic success

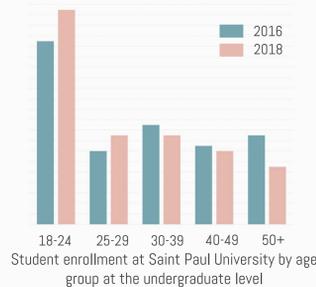
Library was identified as the key group to deliver this support

But how?

Inspired from the ACRL Framework

Proposal for integration in a **mandatory** undergraduate course

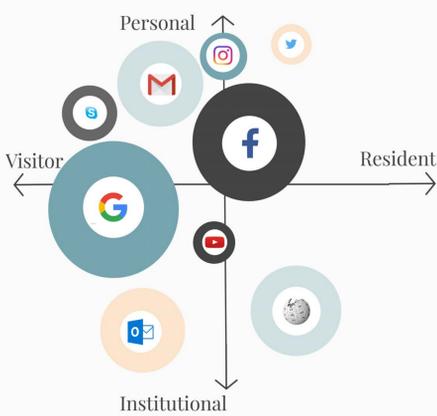
- 10 weeks, 1 hour labs
- Library would have 25% of the final grade to attribute (based on participation, quizzes and assignments)



03 Methodological framework

David White's visitor and resident typology has been developed as a logical evolution of the Digital Natives and Digital Immigrants paradigm of Prensky (2001a; 2001b). Visitor and resident typology maps were originally designed to map students' engagement with online sources (White, & LeCornu, 2011). However, it has not been applied to the Information Literacy context as of now. This project will demonstrate a unique application of David White's visitor and resident typology map to study students' preferences for online sources, its integration into the curriculum to foster critical literacy skills and transformative learning.

04 Curriculum design



Week 1: Introduction to the library	Typology map
Week 2: Search strategies	
Week 3: Concept mapping	
Week 4: Primary & Secondary sources	
Week 5: Citation Styles	Quiz #1
Week 6: Academic Integrity	
Week 7: Using Zotero	Assignment # 1
Week 8-9: Critical evaluation of sources	Quiz #2
Week 10: Practical applications	Assignment #2

Typology map

Students created their own typology map as a way to visualize their information landscapes, i.e. where they go to retrieve information for personal and educational contexts, and how engaged they are with the resource.

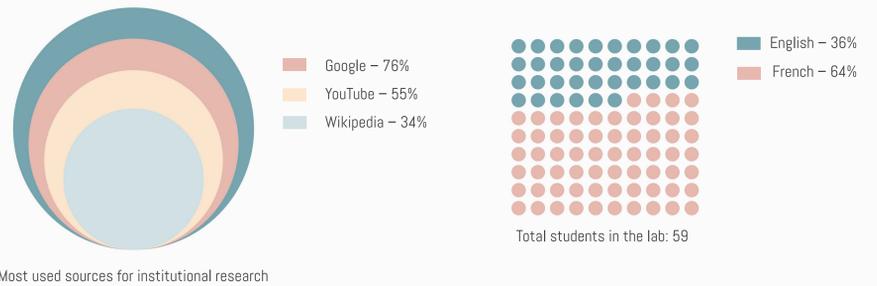
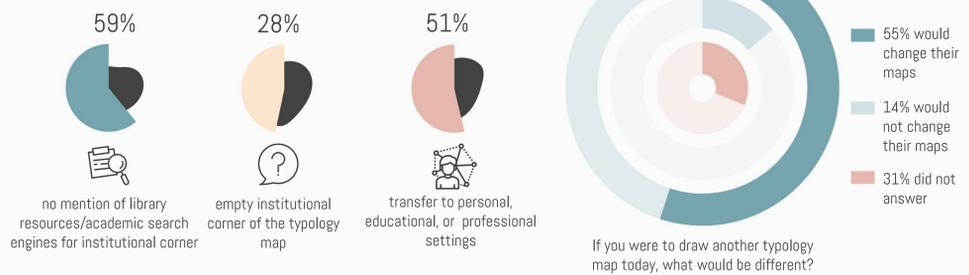
Lab content

The content was designed to help students to enhance their information landscape and gain critical literacy skills to assess the resources they are using in personal and educational contexts

Academic Reflection

As a final assignment for the lab (500 words), it encouraged students to reflect if their information landscapes and their online behaviours had evolved during the lab.

05 Study results



Broke fear barriers
Inner confidence
Awareness
Better student & scholar
New mindset
Motivation
Critical thinker

06 Lessons learned



Knowing our students

First-year students have a limited understanding of search engines/databases beyond Google. They enter the University unprepared for the research requirements of their courses.



Benefits of the IL lab

Implementing a mandatory library lab in a first-year academic writing course helps address students IL needs & develop user-centered curriculum to address their needs.



Typology maps

The use of typology maps combined with an academic reflection can be used as a measurement tool for an authentic representation of students' online searching behaviours.

07 Moving forward

This project provided a unique insight into the method of understanding students' behaviours online: from how students learn, and how library instruction can be adapted to best address students' needs. This process has been instrumental in the curriculum design, since it allowed the instructors to determine where students awareness of online research and address their base knowledge and needs. Not only does this methodological approach help structure future assignments surrounding academic sources, it can also help further develop digital literacy initiatives. We were able to observe where students go when they are online and see what they are prioritizing. In order for this process to be more successful, the typology map should be made a mandatory activity/assignment. Furthermore, additional dimensions of the typology map can be added in order to better understand students' information behaviours online, such as time dedicated to and/or importance of the resources for their information landscape.

08 References

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