



Norges musikkhøgskole



Foto: Kjetil Alsвик / ConocoPhillips





USER EDUCATION

Tone Eloffsson

17.2.2011





0. Outline

1. What's new.
2. Why user education.
3. Today's courses.
4. Future changes.
5. Quality costs.
6. Conclusions.





0. Some prerequisites and definitions

- Bologna agreement.
- ALA on information literacy.
- User education.





1.1 The information landscape has changed

- Now.
 - Information society, also in music.
 - Everybody finds their own way into Internet.
- Before.
 - Publishers selected the best.
- Today's challenge.
 - Lack of knowledge of possibilities in relevant electronic resources.
 - To find the quality needles in the haystack.
 - In a time and cost efficient way.





1.2 What about the musicians?

- New requirements.
 - Tougher competition.
 - A more reflective musician.
 - More weight on music communication.
- Examples:
 - Master thesis by Gro Marie Svidal:
How to comment on the music in course of the concert.
 - Performance at The National Gallery:
Music and Nordic paintings.





1.3 Librarian objectives – beyond tradition.

- Towards students.
 - Develop students' ability to build up a critical and reflective attitude.
 - Work efficiently (time and costs).
- Towards teacher/researchers.
 - Ensure access to relevant literature, scholarly and critical editions of music pieces is needed, and a variety of recordings.
 - Enable them to benefit new electronic tools in their research, both scientific and artistic.
 - Make them good ambassadors for the students.
- Why bother?





3. Today's user education is limited.

- New students – introduction week.
 - 15 minutes session with samples of electronic resources.
 - Guided tour in the library with demonstration of searching in our own databases.
- Master students.
 - 1 hour course, incl. source criticism, setting up references and search techniques in databases with quality controlled content.
- Ph.D candidates.
 - Tailored courses to the candidate's specific needs.
- Teachers/researchers.
 - Individual guidance.





4.1 Ongoing changes in the library's role

- Book finder => path finder.
- Collection builders => active communicators.
- Center of knowledge => support center.





4.2 Information education.

- Compulsory courses?
 - For students in use of databases, source criticism, reference etc.
 - For Ph.D. candidates and artistic research fellows.
- Preparatory work for teachers?
- First step?
 - Extend and professionalize existing offers.
 - Brush-up courses after half a year or a year.
- Basic: High quality courses.





4.3 Other ways to reach students

- Learning platforms/gateways.
 - It's learning.
 - Class Frontier .
- Social media.
 - Facebook.





4.4 A few more ideas

- Reference works like EndNote.
 - Librarians as supervisors?
- Plagiarism.
 - Library involvement?
 - Promote websites and tutorials?





4.5 And

- More active role in new tasks when we have a role to play.
 - Furnish open research archives with full text.
 - Control national research archives.





4.5 Consequences for staff and management

- Library consequences.
 - Sufficient, especially trained and dedicated staff.
- Institutional consequences.
 - Support from the management.
 - Key words: visibility and involvement.





5.1 Costs

- Quality costs, but it is imperative.
 - Need for providing efficient ways of finding, evaluating and using high quality sources.
 - Strained budgets, less number of ordinary lessons and more dependence of self-tuition.
- Databases cost, also a necessity.
 - First-class, expensive databases available
 - Price = function of the number of students, and on the size of the staff.
 - Packages of ebooks = only parts of interest.
 - Need for electronic resources in non-music areas.





5.2 More user interaction and cooperation

- Better user interaction.
 - In connection with all kinds of projects (orchestral, ensemble, chamber, choir).
 - Supply of reading lists, playing lists.
 - Proposals from teachers and students.
 - A library committee with representatives from teachers and students.
- Nordic network – consortium.





6. Conclusions.

- The Times They Are A-Changing.
- We have to improve our services and partly redirect our resources (databases, guidance, courses, etc.).
- Key words: quality, efficiency, costs, and cooperation.

