The Library Game-Changer

Summon the Future

Prof. Mike Eisenberg
What’s at stake

How can we best help our users – in order for them to be fulfilled and successful in the 21st century?
Agenda

1. Setting the Scene
   - The information society – game-changers
   - Students in 2010…and beyond

2. Implications & Recommendation
   - Rethink…library…sacred cows
   - Energize with a game-changer

3. Questions & Discussion
Setting the Scene
Our world has changed - fundamentally
Our world has changed - fundamentally

Global Internet traffic
especially in relation to

information & technology
Computers today are one million times more powerful than those 20 years ago.
IT Game-Changers

• 1981 – the personal computer
• 1985 – the Internet
• 1993 – the Web
• 1999 – Wireless
• 1999 – Google
• 2001 – iPod
• 2004 – Facebook
• 2005 – YouTube
• 2006 – Twitter
• 2010 – iPad
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In 20 years computers will be one million times more powerful than today!
Increasingly, we will live in the physical world and in
A parallel **INFORMATION** universe.

- Anyone
- Anywhere
- Anytime
- Any Form

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- Anywhere
- Anytime
- Any Form
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Summon ??
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Summon !!!
Users/Students 2010
The Google Generation

- Those born 20 years ago have never known a world without the World Wide Web!
  - 1989 – Tim Berners-Lee invents the Web
  - 1993 – CERN puts Web in the public domain
  - 1992 – Mosaic browser
  - 1995 – Netscape browser
  - 1999 – Google

http://news.bbc.co.uk/2/hi/technology/7375703.stm
From Digital Immigrants to Digital Natives

The Google Generation

- Experiences
- Expectations
- Pace
Experiences

Xbox, Wii, Playstation

Facebook

Computer

Wifi

@

playlists

WWW

mobile

100s of channels

Google

txt
Expectations

On demand

Anywhere

24/7

Practical

Now!

Entertaining
What is it like to be a student in the digital age?
How Today’s College Students Find & Use Information

Project Information Literacy

Alison J. Head, Ph.D., Research Scientist
Mike Eisenberg, Dean Emeritus and Professor
The Information School
University of Washington
Project Information Literacy

How college students define and operationalize research tasks:

- **2008**
  - Student Focus groups (7 campuses)

- **2009**
  - Pilot survey (n=6 campuses)
  - Follow-up interviews
  - Content analysis (28 campuses)

- **2010**
  - Large-scale student survey (25 campuses)
  - Follow-up interviews

- Ongoing, cross-campus study in U.S.: Course Related + Everyday Life Research
- Social science methods
- Based in UW’s iSchool
- Funding: MacArthur Foundation; ProQuest
Meet Jessica
• Curious and engaged—in the beginning.
• Looking for that “perfect source.”
• Self-taught and independent.
• Waits until the last minute.
Expectations

• Exists somewhere. Just have to find it.
• Best approach? Just Google it.
• On first page of results? Awesome.
• Up-to-date and current? Essential.
• But make it brief, please.
“Want it just in time, 
find it just in the right place.”
Good Source = Findable + Full-text + Free
Good Source = Findable + Full-text + Free
2010 PIL Survey, n=8457

Course research:
- Google
- Scholarly Research Databases
- Instructors
- Wikipedia
- Library shelves

2010 PIL Survey, n=8457
Everyday life research

2010 PIL Survey, n=8457
Wikipedia

- Wikipedia - www.youtube.com/user/ProjInfoLit#p/u/2/9nOe26xY1zM

Seven out of 10 college students interviewed went to Wikipedia first for course-related research.

Students ignored faculty's warnings about using Wikipedia all together...and just did not cite Wikipedia as a source in their papers.
Wikipedia

- To obtain a summary (82%)
- To help to get started (76%)
- Interface is easy to use (69%)
- To find meaning of terms (67%)
- Comprehensible explanations (64%)

85% of students use Wikipedia for background material

- 2009 Survey
• Is a competency learned by rote.
• Use the same small set of common sources.
• Employs a model of efficiency.
• Finding facts vs. conducting research.
• Dialing down aperture of all that’s available.
Research is not without its frustrations…
Course research difficulties

- Getting started: 84%
- Defining a topic: 66%
- Narrowing a down topic: 62%
- Filtering irrelevant results: 61%
- Knowing if a good job’s been done: 46%
- Finding articles in library databases: 42%
- Knowing how to cite sources: 41%
- Determining credibility: 40%
- Reading through material: 38%
- Writing the paper: 39%
“The longest part of research is getting to the question to ask.”
Procrastination

http://www.youtube.com/user/ProjInfoLit#p/u/3/OBMVUqnPank
take-aways

aka

findings that keep us up at night
Students 2010

- Immersed technologically: Facebook, txt messaging, mobile devices.
- Overloaded and busy; do things at the last minute.
- Focus on immediate goals, not sustained learning.
- Say they learn critical skills mostly on their own.
- Rely on Google and Wikipedia.
- Use library databases partially because faculty say, “use library databases”
- Few course handouts give specifics (e.g., tool, vendor, database name) about library databases.
- Don’t turn to librarians.
implications
change
library
re-think
Sacred Cow → Finding → Change

The Reference Desk → Last minute syndrome; Don’t turn to librarians → Digital Reference
Sacred Cow       Finding       Change

Wikipedia

For summary; to get started

Wikipedia

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All of this means that in today’s Wikipedia there is renewed value in old-fashioned expertise, whether to provide obscure details to articles that have already been carefully edited or to find worthy topics that haven’t been written about yet. Mr. Cock, for example, estimated that there were thousands of British Museum objects (among the eight million total) that would be worth their own Wikipedia articles but don’t have them.

Of the most important articles have been edited thousands of times over a number of years.
library research databases

Few specifics; Use tried and true; Prefer Google and Wikipedia

A Google-like LIBRARY tool: simple, unified, powerful, and credible
recommendation
Summon
the
Library
Game-Changer
Something to capture users’ imagination
Something to directly meet user needs in a new way
Something super-cool
Something like other game-changers
Something like Google
Something like
previously....
databases
The Game Changer
✓ There!
✓ Easy!
✓ Full Text!
✓ Credible!
✓ Deep!
<table>
<thead>
<tr>
<th>Select: All, None, Read, Unread, Starred, Unstarred</th>
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<tbody>
<tr>
<td>Joanna R. Dawson</td>
</tr>
<tr>
<td>Bob, Mike, Amy (3)</td>
</tr>
<tr>
<td>Sue, Sam, Mike, Gita (15)</td>
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<td>Sue Wurerst</td>
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<td>Facebook</td>
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Add a personalized signature to all your outgoing messages. Learn more

You are currently using 789 MB (10%) of your 7468 MB.

Last account activity: 1 minute ago at this IP (175.54.154.212). Edit

Gmail terms of service | Help | Send feedback | Report phishing | Send feedback | Help | See the Google Terms of Service | About Gmail

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For Summon & Libraries

a little Eisenberg advice...
K.I.S.S.

“What would Google do?”
K.I.S.S.

• Embrace the game-changer!

• Simple screen, simple interface.

• Simple message:
  – Summon the source
  – Summon for credibility
  – Beyond Google – Summon.

• Be bold
  – embrace and promote
  – about across campus/communities
  – Focus on little else for 6 months!
<table>
<thead>
<tr>
<th>Brand</th>
<th>Description</th>
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<tbody>
<tr>
<td><strong>Summon</strong></td>
<td>Serial Solutions</td>
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<tr>
<td><strong>Sherlock</strong></td>
<td>Claremont Colleges</td>
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<tr>
<td><strong>Library One Search</strong></td>
<td>Arizona State University</td>
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<td><strong>Q</strong></td>
<td>Eisenberg (dream)</td>
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<tr>
<td><strong>Boogle</strong></td>
<td>“Better than Google” Claremont submission</td>
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In Conclusion
We must change
is a
game-changer
and it’s just the beginning
• “...but that’s another story.”
Questions?

Comments?

Thanks for listening!

Discussion?