From Passive to Active: A New Model for Library Orientation

Nancy A. Bianchi
University of Vermont, Dana Medical Library, nbianchi@uvm.edu

Gary S. Atwood
University of Vermont, Dana Medical Library

Follow this and additional works at: https://scholarworks.uvm.edu/libfacpub
Part of the Information Literacy Commons, and the Medical Education Commons

Recommended Citation
https://scholarworks.uvm.edu/libfacpub/62

This Poster is brought to you for free and open access by the University Libraries at ScholarWorks @ UVM. It has been accepted for inclusion in University Libraries Faculty and Staff Publications by an authorized administrator of ScholarWorks @ UVM. For more information, please contact donna.omalley@uvm.edu.
From Passive to Active: A New Model for Library Orientation

Nancy A. Bianchi, MSLIS & Gary S. Atwood, MA, MSLIS
University of Vermont, Dana Medical Library

OBJECTIVE:
The goal of this project was to transform a passive library display at a Graduate Medical Education Fair for new residents into a more interactive experience. The project centered on a poster featuring library resources and services and an evaluative survey.

BACKGROUND:
Every summer, new residents enter postgraduate medical training at the University of Vermont (UVM) Medical Center. As part of their orientation, they participate in a Graduate Medical Education Fair that includes staffed tables from several different departments providing support for residents. UVM Dana Medical Library has participated at this fair since 2012. Typically, the library orientation table was staffed by 1-2 librarians and featured a traditional poster displaying the “library as space” along with a variety of paper handouts about library resources and services. On average, only 25-40% of new residents stopped by the library table. In addition, feedback from the residents was equally disheartening ... little of the library info from the fair was used or retained.

However, in 2016, the library orientation for new residents was completely redesigned to incorporate an active learning activity centered around a simple poster.

METHODS:
At the 2016 orientation fair, librarians assumed a more active role while staffing the library table. They reached out with eye contact and welcomed the residents:
- To help evaluate a new orientation poster for a library project (10 sec.)
- To read through the poster (1 min.)
- To complete a survey “evaluating” the format and content of the poster (1-2 min.)
- To ask any questions about library resources and services (1 min.)

RESULTS:
Since interactions with residents at orientation fairs were not tracked prior to 2016, it is impossible to measure the impact of the redesigned library activity poster. However, anecdotal evidence and survey results suggest that the poster was a success:
- >85% of poster surveys were returned
- 100% liked the poster format and its effectiveness in introducing the library
- Poster encouraged meaningful conversations between residents & librarians
- Survey highlighted resources and services not currently offered

CONCLUSION:
With the success of the library poster at the Graduate Medical Education Fair, librarians plan to:
- Continue use of this poster-driven learning activity at future orientation fairs
- Evaluate its effectiveness
- Make modifications when necessary
- Use it as a template for library presentations at other events