



Guide on the Side: Assisting the User in Finding Information that Matters

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“Guide on the Side” is exactly what it sounds like. This research helper can appear on the side of any webpage to guide the user in navigating the website. “Guide on the Side” was developed at the University of Arizona. This open access, freely available software was 12 years in the making. Reference librarians at this university wanted a way to guide students through resources, but they wanted the students to be active learners in the process. At ADU, we have created guides to lead our students through our library website and different databases. These tutorials, done in a step by step manner, have been especially helpful for our distance students. By using “Guide on the Side” the R.A. Williams Library at Adventist University has given our students another tool in finding information that matters to them, 24 hours a day, 7 days a week.

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Works With Substance: Prescribing Material That Matters

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Mental health and the ability of individuals to cope with substance addiction is a matter that concerns the whole of society. The significant reaches of personal influence ripple through families and communities depending on their access to helpful mental health tools. With this in mind, we offer a look at how librarians hold a unique capacity for contributing and delivering timely, authoritative information and reading material to mental health professionals and their consumers. As Sadie Peterson-Delany, the chief librarian at the Veterans Administration Hospital in Tuskegee, Alabama states, “Books, like medicine, have a definite effect on the physical, mental, and moral welfare of those who are unfortunately handicapped by illness.” Following this thought, librarians can collaborate with those providing mental health services in

a substance abuse treatment facility by delivering comprehensive bibliographies in an easily searchable database. This poster will present the DeSSCat (Decision Support System Catalog), a prototype for such a database, which will be developed and used for grant-funded research at a local drug and alcohol residential treatment center. While bibliotherapy, the basis for this endeavor, has been used and contended variously for decades, we assert that our flexible model, which uses self-help literature, fiction and graphic novels, will fill a unique healthcare gap. Most importantly, it will equip consumers with prescriptive information and empower them with greater control over their own treatment.

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Innovative Tools for Enhancing Student Engagement

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OBJECTIVE

Due to the ever-changing environment of libraries, librarians are developing new interests and skills to best meet the needs of diverse populations. Librarians are taking on new roles to include the role of educator and facilitator, in addition to traditional supportive roles in order to effectively deliver information to dynamic patron groups.

Today, developing student engagement techniques is a major focus for academic success. To effectively deliver information in a dynamic, educational environment with diverse student populations and low retention rates, librarians as educators must adopt innovative techniques to enhance student engagement and achievement.

METHODOLOGY

Two faculty librarians presented an evidence-based medicine research, face-to-face lecture in the College of Medicine (COM) using PowerPoint slides and an in-class, group exercise to deliver lecture content and learning objectives. At the end of the lecture, students openly commented about their learning experiences, and specifically about the instructors' abilities to effectively engage the students and to create an environment conducive to active learning.

Two weeks later, another lecture was presented on a similar topic. Again, PowerPoint slides and an in-class, group exercise were used to deliver the lecture content and learning objectives. However, for this lecture, the instructors also included a Jeopardy-style, freely available, online game called FlipQuiz. Students were rewarded with a miniature-sized candy after each correct response. After the lecture, students again openly commented about their learning experiences and the instructors' effectiveness in delivering the learning objectives and engaging the students with the lecture content.

RESULTS

Overall, students responded favorably to the instructors' initial class using traditional techniques for a face-to-face lecture. However, some students commented that the lecture was dry and they had trouble retaining much of the content in order to meet the learning objectives.

After implementing the FlipQuiz activity in the subsequent class, the students' positive remarks increased and negative remarks decreased. This engaging exercise encouraged participation and energized the students. Many students commented that using FlipQuiz was a great review of key concepts. The librarians encouraged the students to revisit the FlipQuiz anytime to review the material, as well as develop their own board to use in place of traditional flashcards.

UNEXPECTED RESULT

The director of the course heard about the FlipQuiz activity from several students and complemented the librarians on a job well done. He referred other COM faculty to the librarians to learn about FlipQuiz. Since then, several COM professors have approached the librarians to discuss using FlipQuiz and other student engagement techniques to enhance learning.

CONCLUSION

To effectively deliver information in a dynamic educational environment with diverse student populations and low retention rates, librarian as educators must adopt innovative techniques. The positive response to using FlipQuiz in a traditional, face-to-face lecture has encouraged us to spread the word about FlipQuiz and its many possible uses as an educational tool, as well as explore additional techniques and tools we may use to deliver timely, authoritative information to all our dynamic, patron groups.

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