An illustration of a library or classroom setting. In the background, there is a sign that says "ASK ME". Several people are depicted: a woman in a blue top and yellow jacket, a man in a dark blue suit, a woman in a red headscarf and yellow shirt, and a man in a yellow shirt with a "MeL" logo. A young girl in a yellow shirt and orange skirt is in the foreground, looking towards the man in the suit. The scene is set against a dark green background with a whiteboard and a desk with a laptop.

ASK ME

MeL Maven Badge: A Niche Academy Webinar

Sonya Schryer Norris, Library Consultant, Library of Michigan

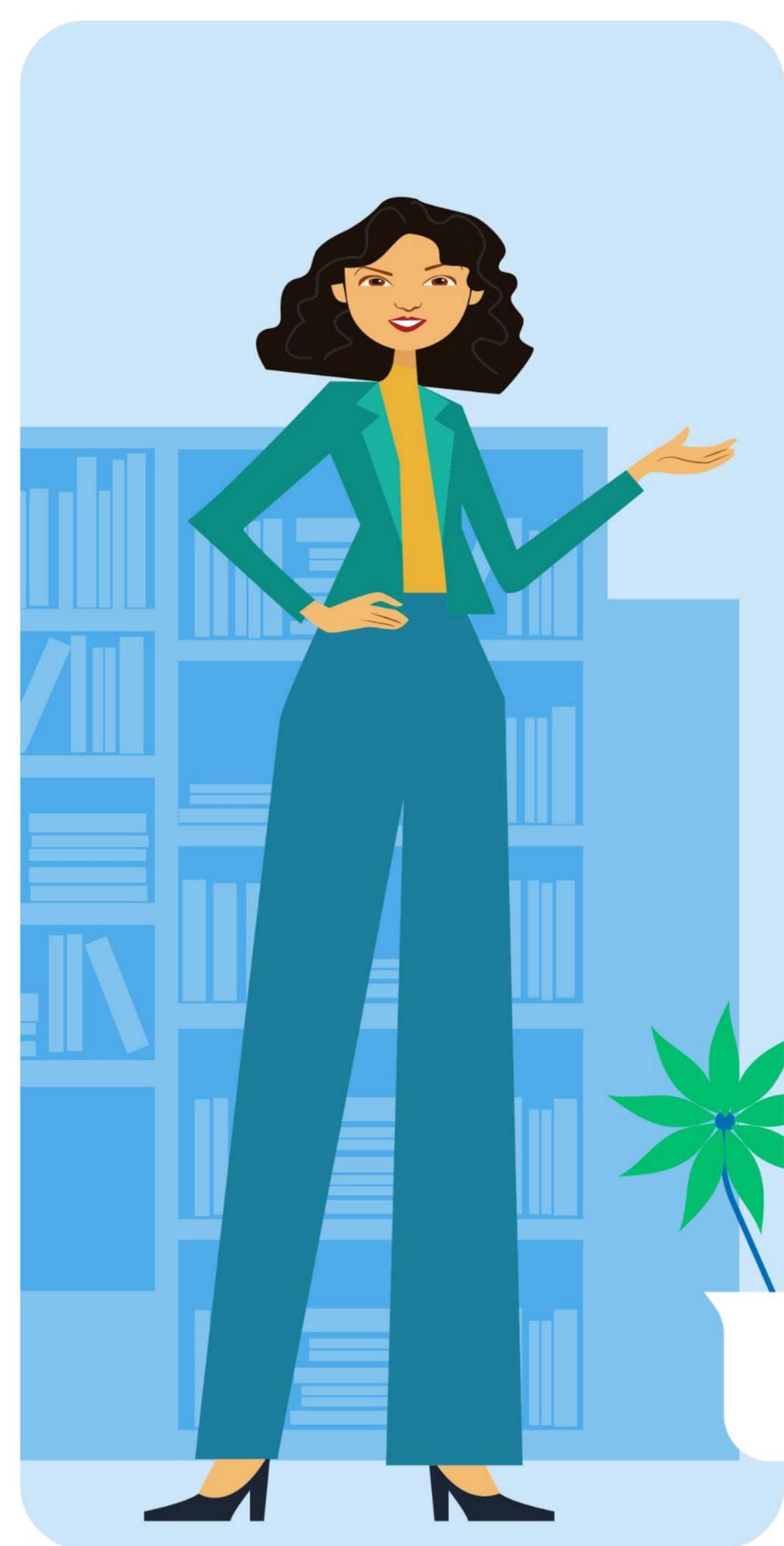
Liz Breed, Assistant Director, Jackson District Library

Using the
MeL Maven Badge
to Create a
Statewide Standard
of Reference Service
Among Front Line Staff



Takeaways

- Baking professional skills-building into eResource training.
- Using narrative to model behavior and set aspirational goals for learners in training environments.
- How to leave politics on the back porch when teaching information literacy skills.

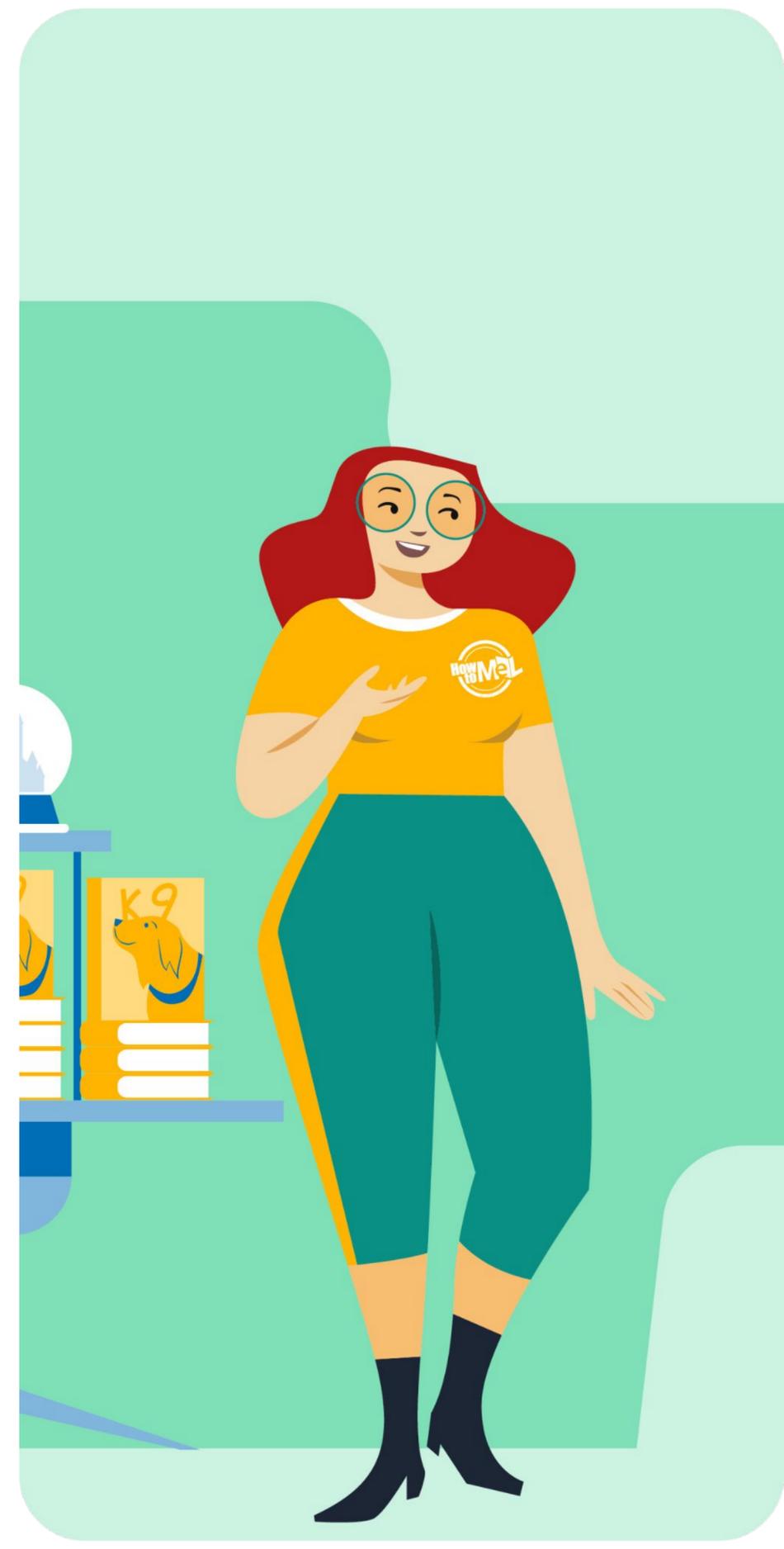


How did we get here?

Progress always involves risks.

*You can't steal second base
and keep your foot on first.*

-Frederick B. Wilcox



You did what, again?

May 13, 2020

ASK ME

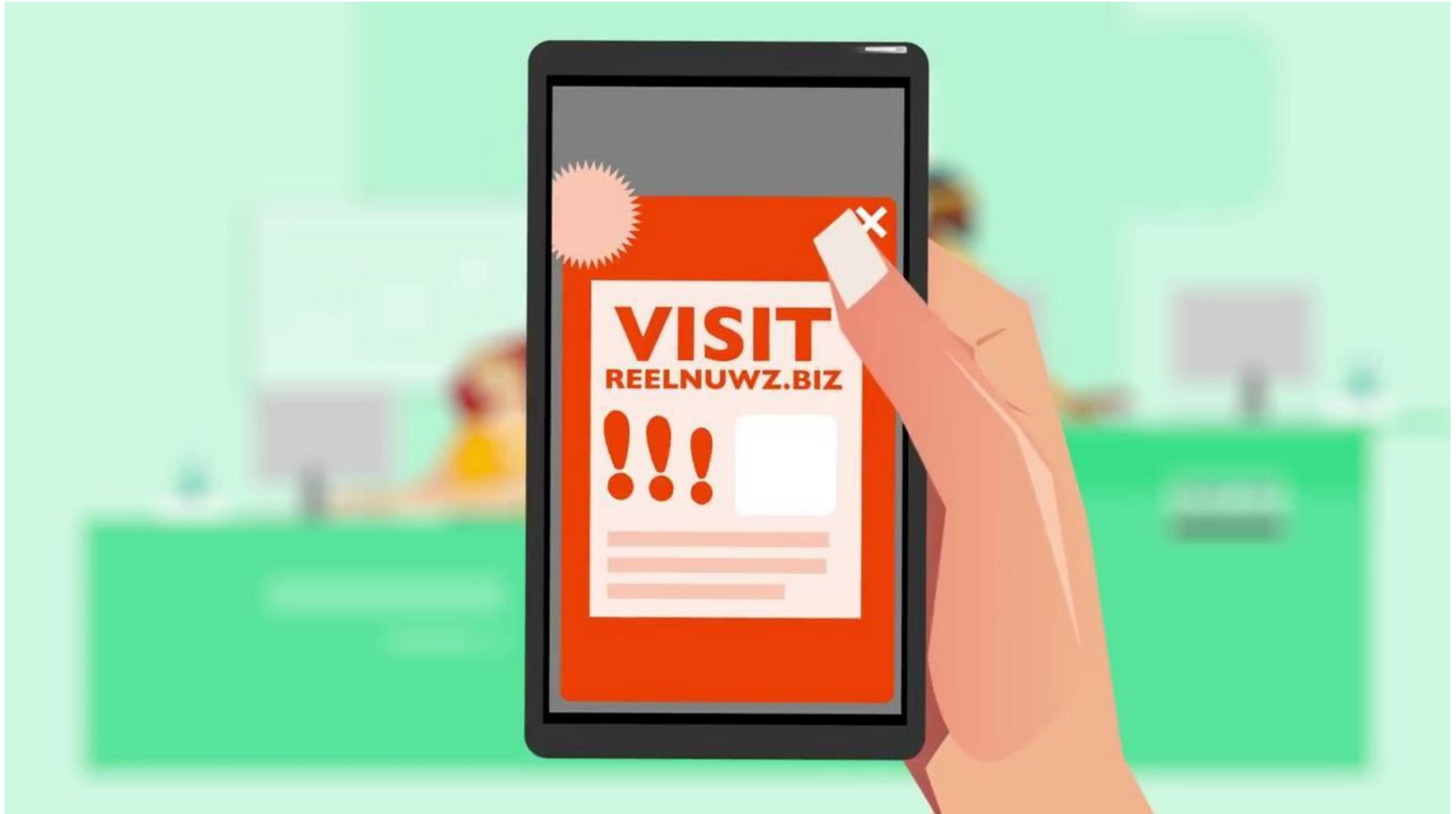


Cement Future Use of eResources

An illustration of three stylized human figures. On the left, a woman with vibrant red hair and glasses, wearing a yellow top and a teal skirt. In the center, a woman with dark hair, wearing a teal top and a teal skirt. On the right, a man with a beard and a blue cap, wearing a yellow t-shirt with the text 'How to Mel' on it. The background is a dark, muted blue-grey color.

To change behaviors, disrupt a current habit while simultaneously developing a new habit.





Keys to helping learners

- Understanding **how** adults learn
 - *Self-directed, real world experiences, intrinsically motivated*
- The learners' **why**
- Best practices in **instructional design**



What do our users need?

Databases are complicated.

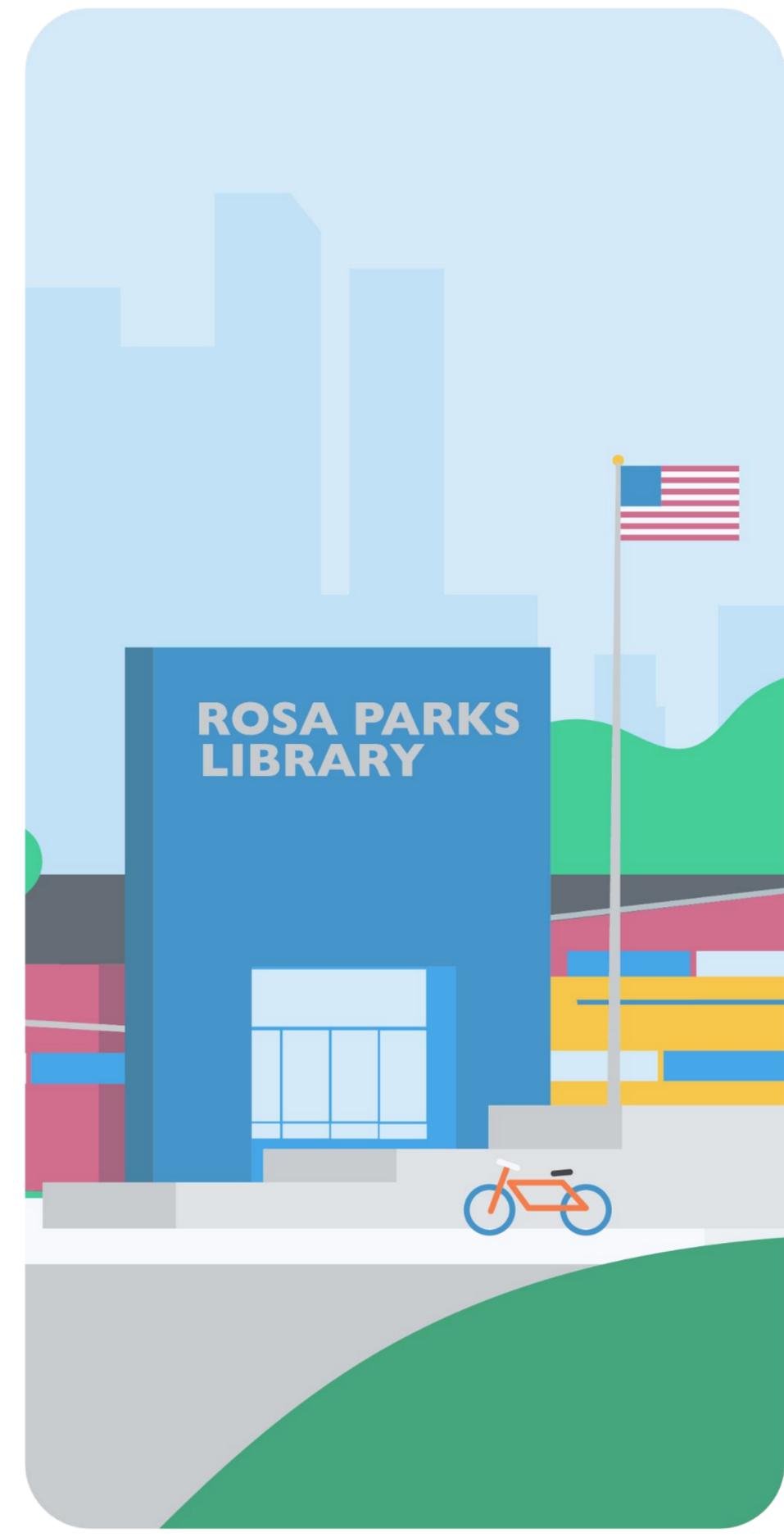
“I’m a paraprofessional. I don’t know how to use these things. Plus we don’t really get reference questions anymore, and when we do, Google is so easy to use.”

We should really use them (more).

“These are such great resources and it’s awesome we have free access. I really should learn how to use them.”

I just don’t have time.

“I wear a lot of hats. Just yesterday, I ran storytime, checked in the delivery, and worked at the service desk. I don’t have time to worry about eResources.”



Needs of Front Line Staff

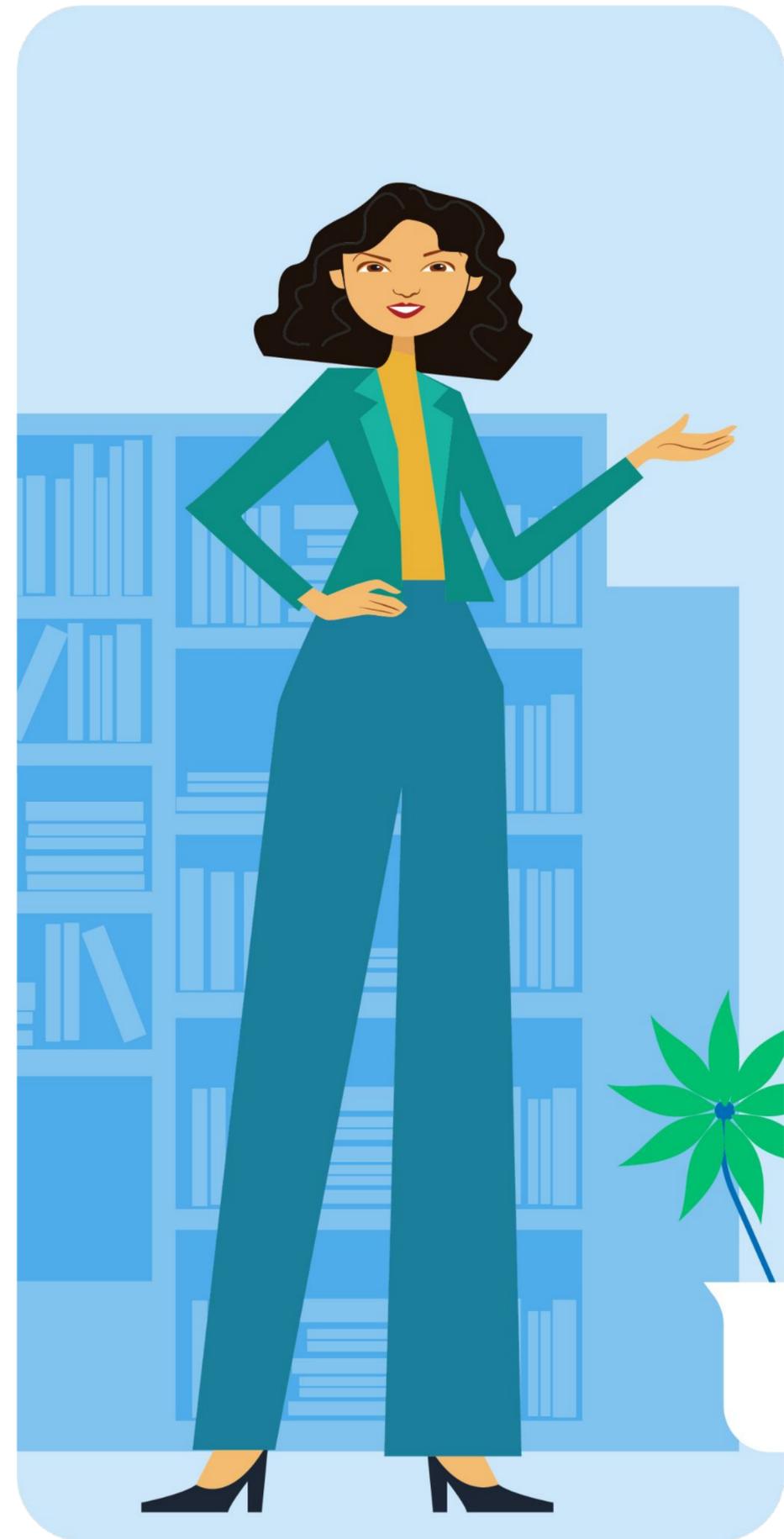
- Know **what's available** to them
- Understand **how to use** those resources
- Be able to differentiate between **information that is useful**, and information that is not useful.

ASK ME



What do directors need?

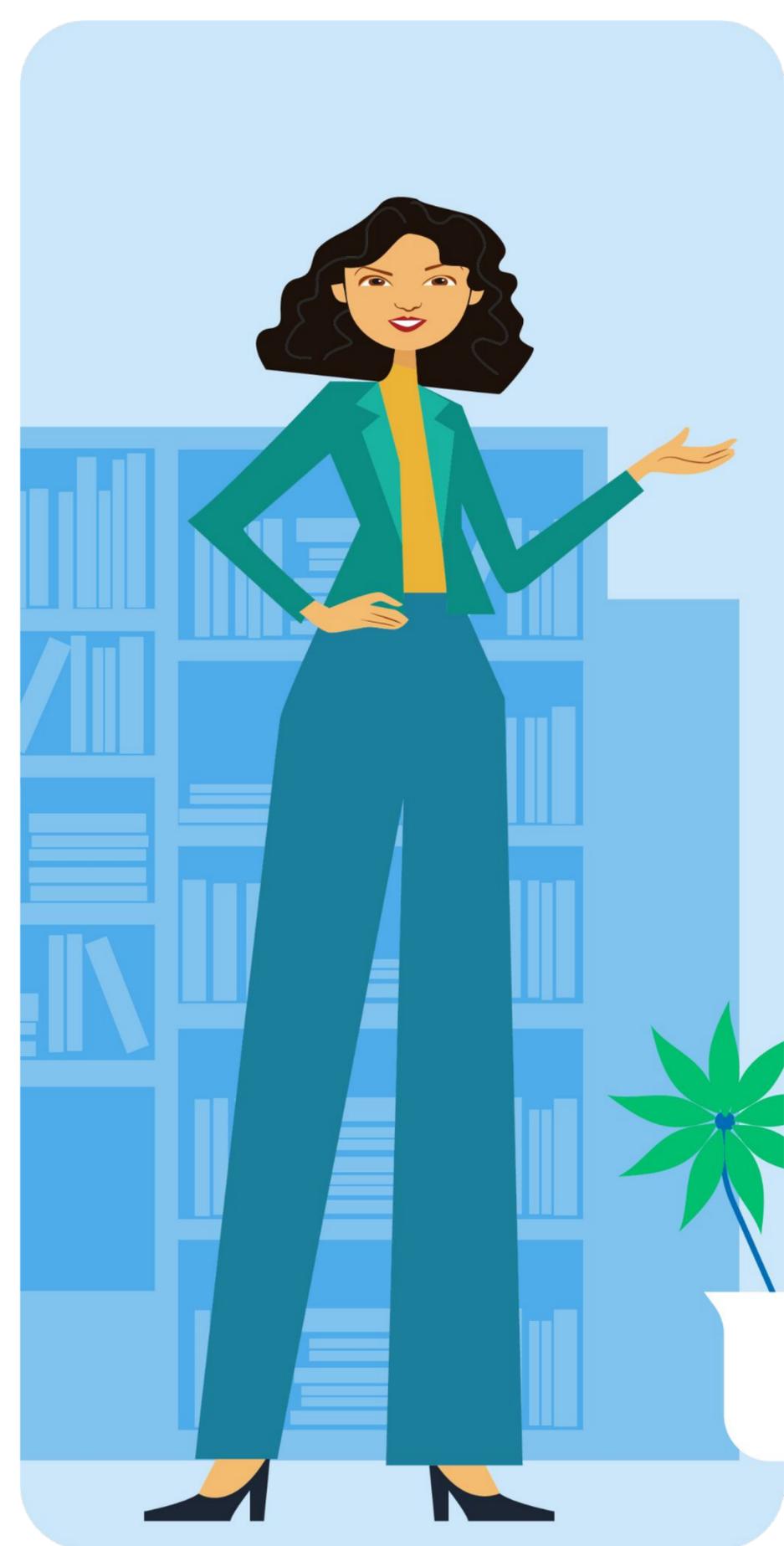
- **Consistent** eResource training
- Reduced training burden



Facilitate adoption

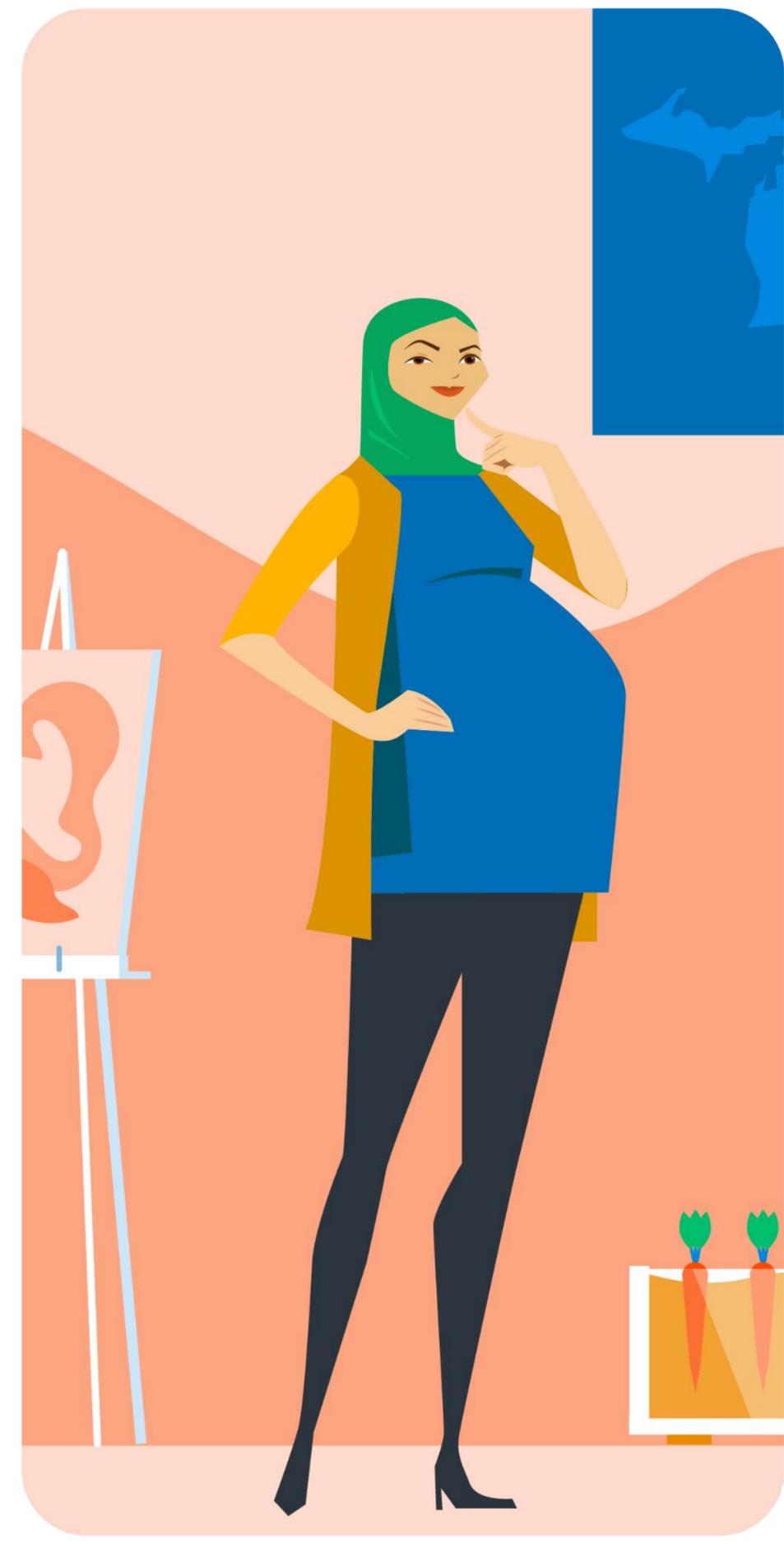
By identifying and promoting a “Top 10”

Ah-ha moment #2: Just because there are 80 databases doesn't mean we need to train on all of them.

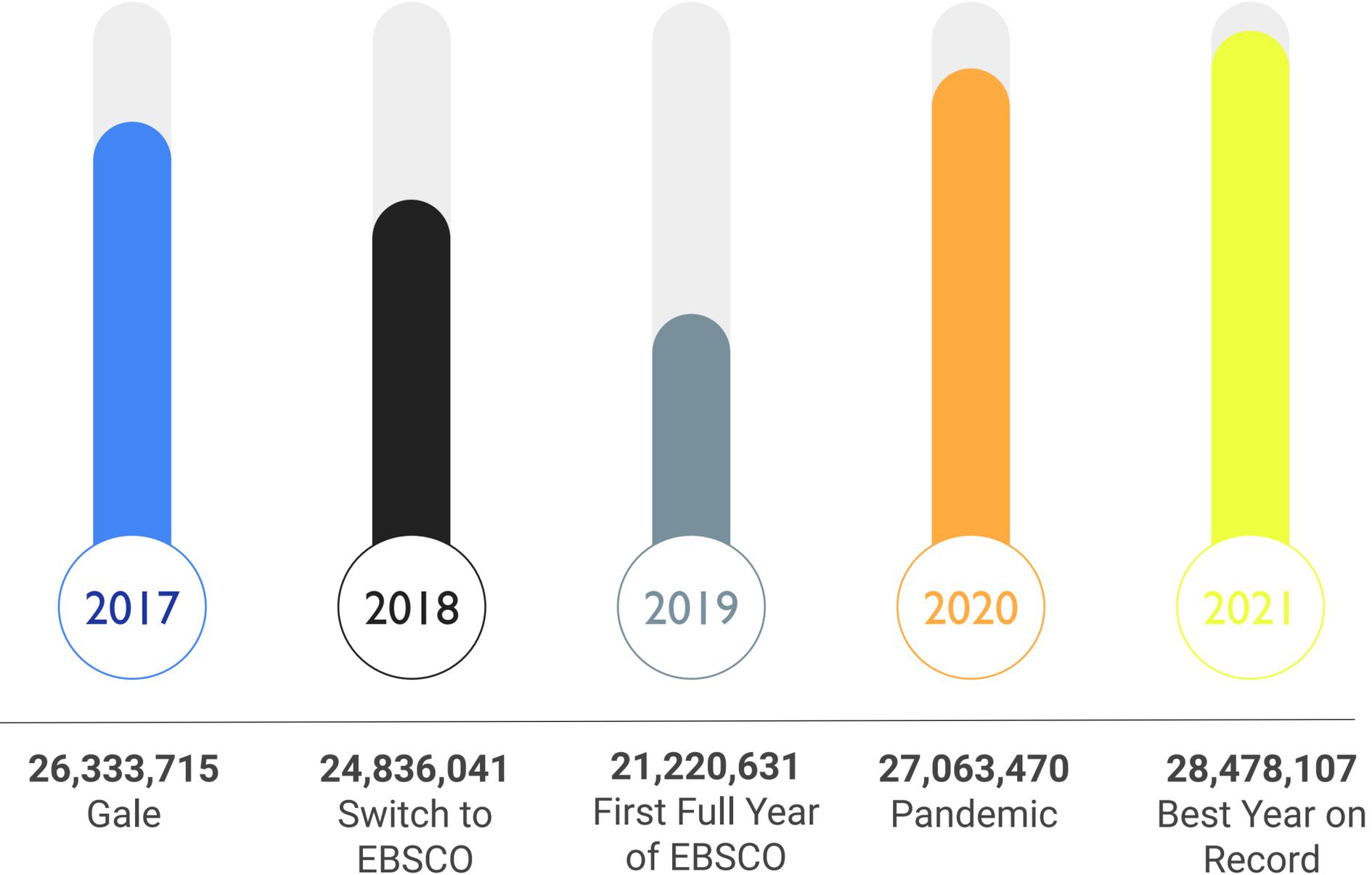


Training Supports for Managers

- Creating a manageable list of MeL eResources for staff to focus on
- Baking in information literacy skills along with the eResource training
- Creating a consistent, social, statewide learning experience that saves time for managers and directors



MeL eResource Usage 2017-2021





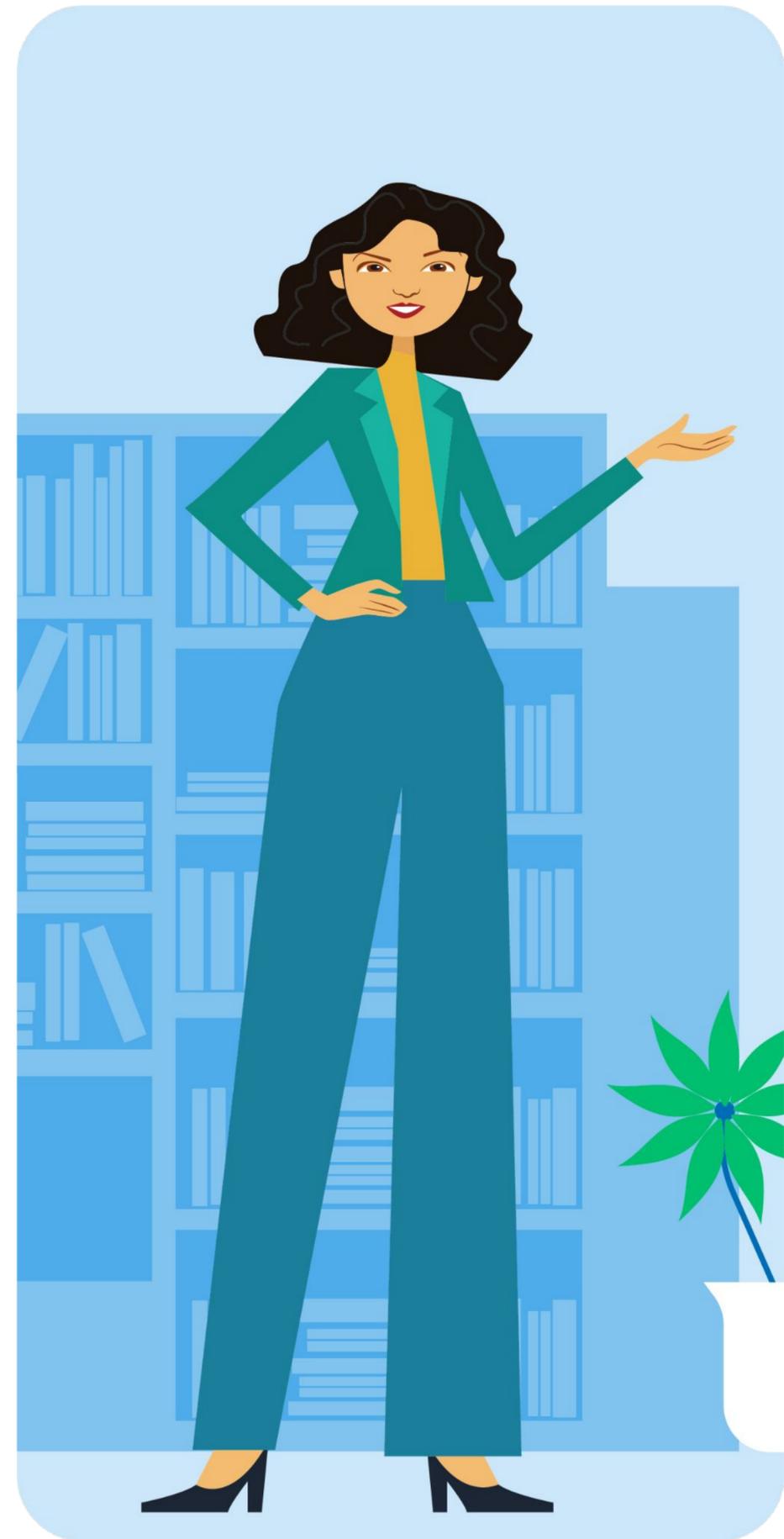
Professional Skills-Building

Baked into eResource training:

Skills to connect patrons with the **right** information

Statewide standard for reference services...

- Active listening
- Using synonyms in searching
- Information literacy best practices



Information Literacy: Best Practice 1

1 MAKE A PLAN



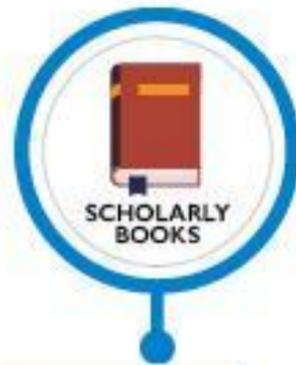
These guiding questions can help you find quality information from reliable, vetted sources:

- What is your research question?
- What are your search terms?
- Where will you look for answers?
- Who created the information?
- What evidence is there to support the author's claims?
- What do other sources say about the author and their claims?

Information Literacy: Best Practice 2

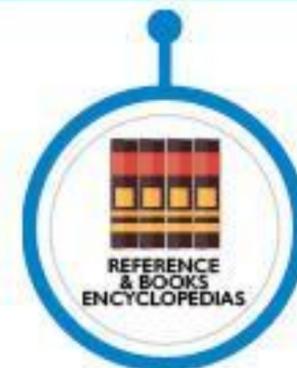
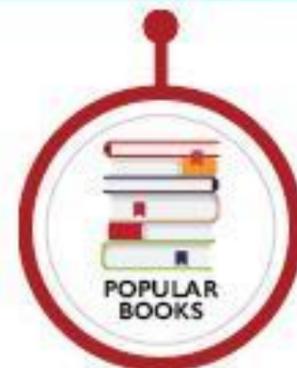
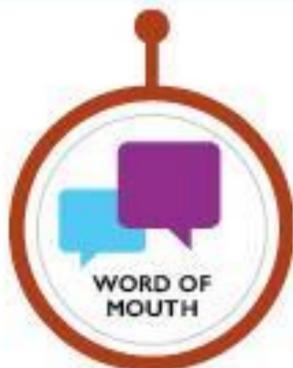
2

CONSIDER YOUR SOURCES



WHO CREATED THE INFORMATION?

WHEN AND WHY?



Information Literacy: Best Practice 3

3 EVALUATE SEARCH RESULTS



Be on guard
with ARC



Author Authority

- Who wrote it?
- Who published it?
- What authority do they have on the subject?



Relevance

- Are both sides of the issue represented?
- Is persuasive or emotional language used?

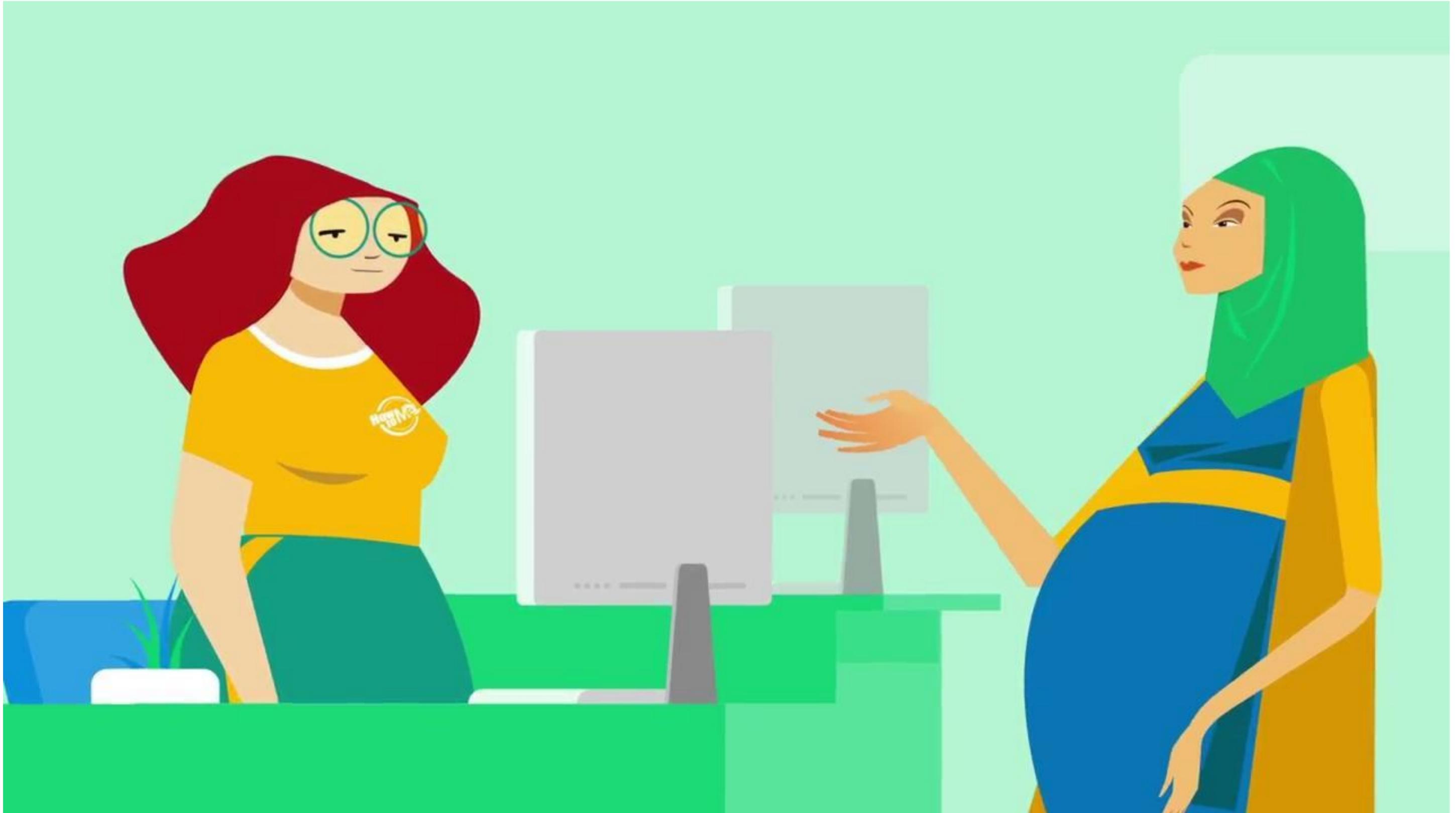


Currency

- When was it written?
- Does the date impact the accuracy of the information?

Paraphrasing Revisited





ARC infographic



Why Instructional Design?

- Learner enjoyment and **interactive experiences**
- The **right content** at the learner's **convenience**
- Content that is **tailored to the learner** and their **role**
- Access that **levels the playing field**



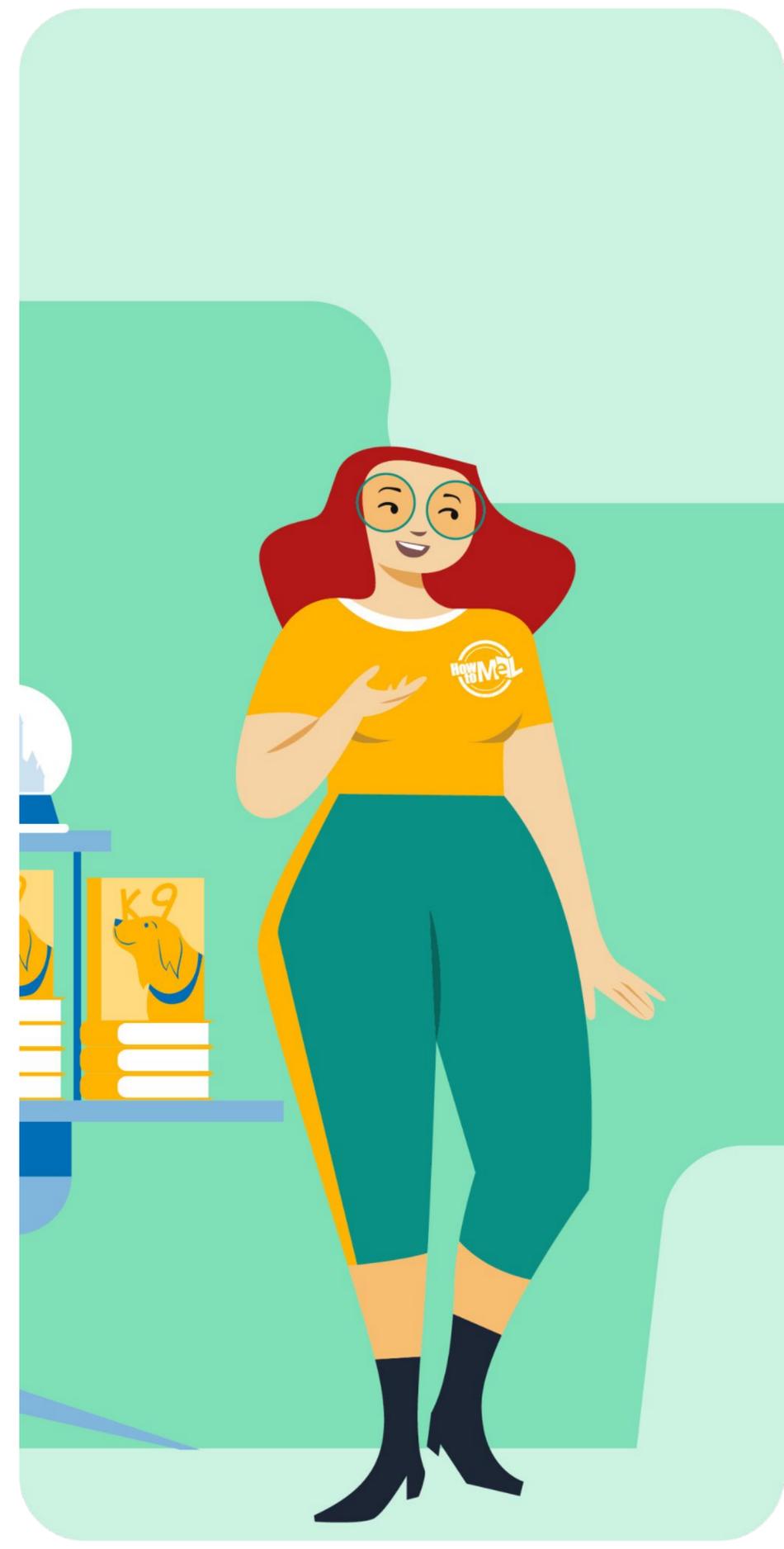
Aspirational Goals

- Solving a Pinterest fail
- City Planning Council
- Downtown Development Authority
- Community education instructors
- Homework help
- Readers' Advisory

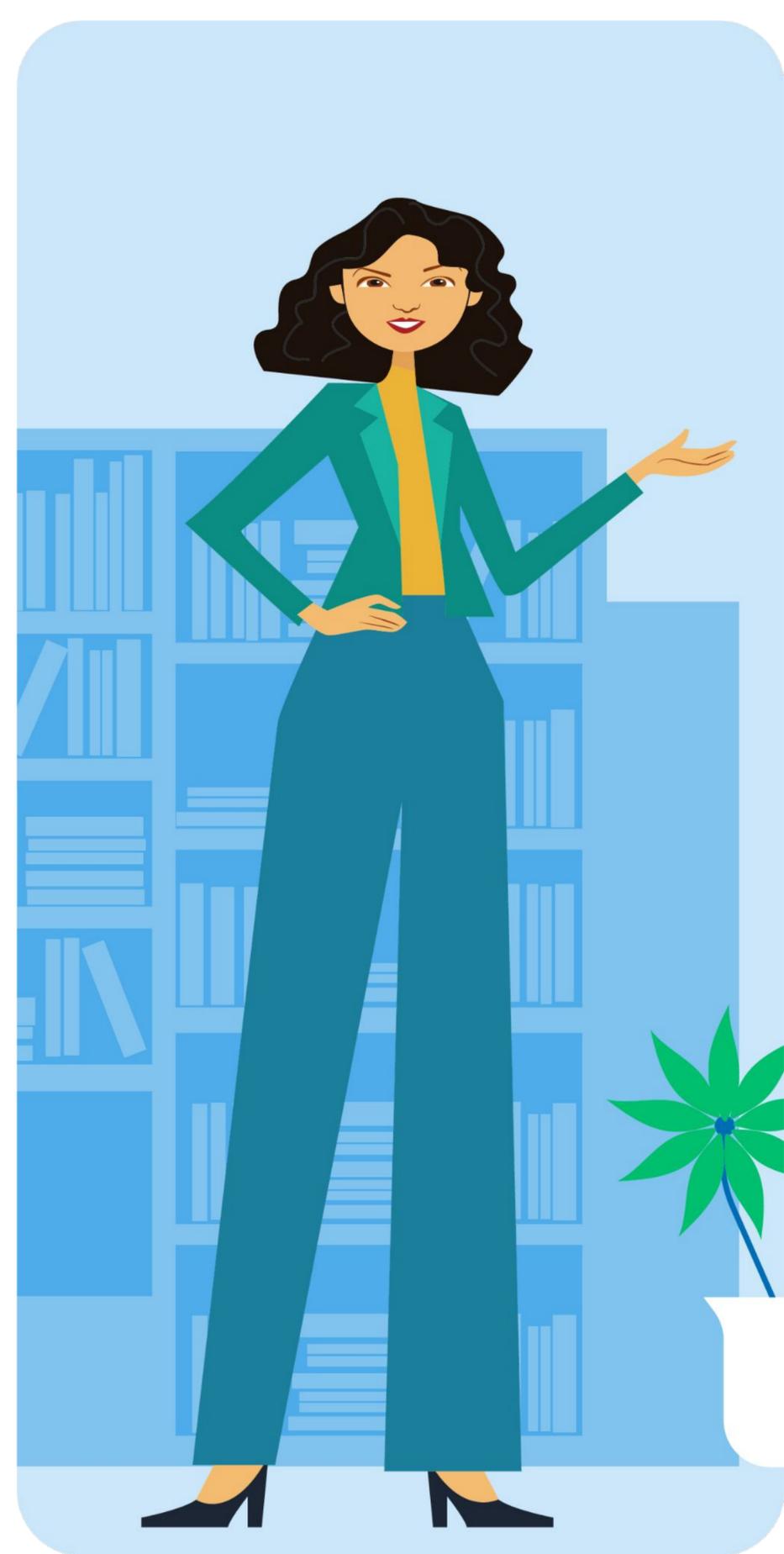
ASK ME



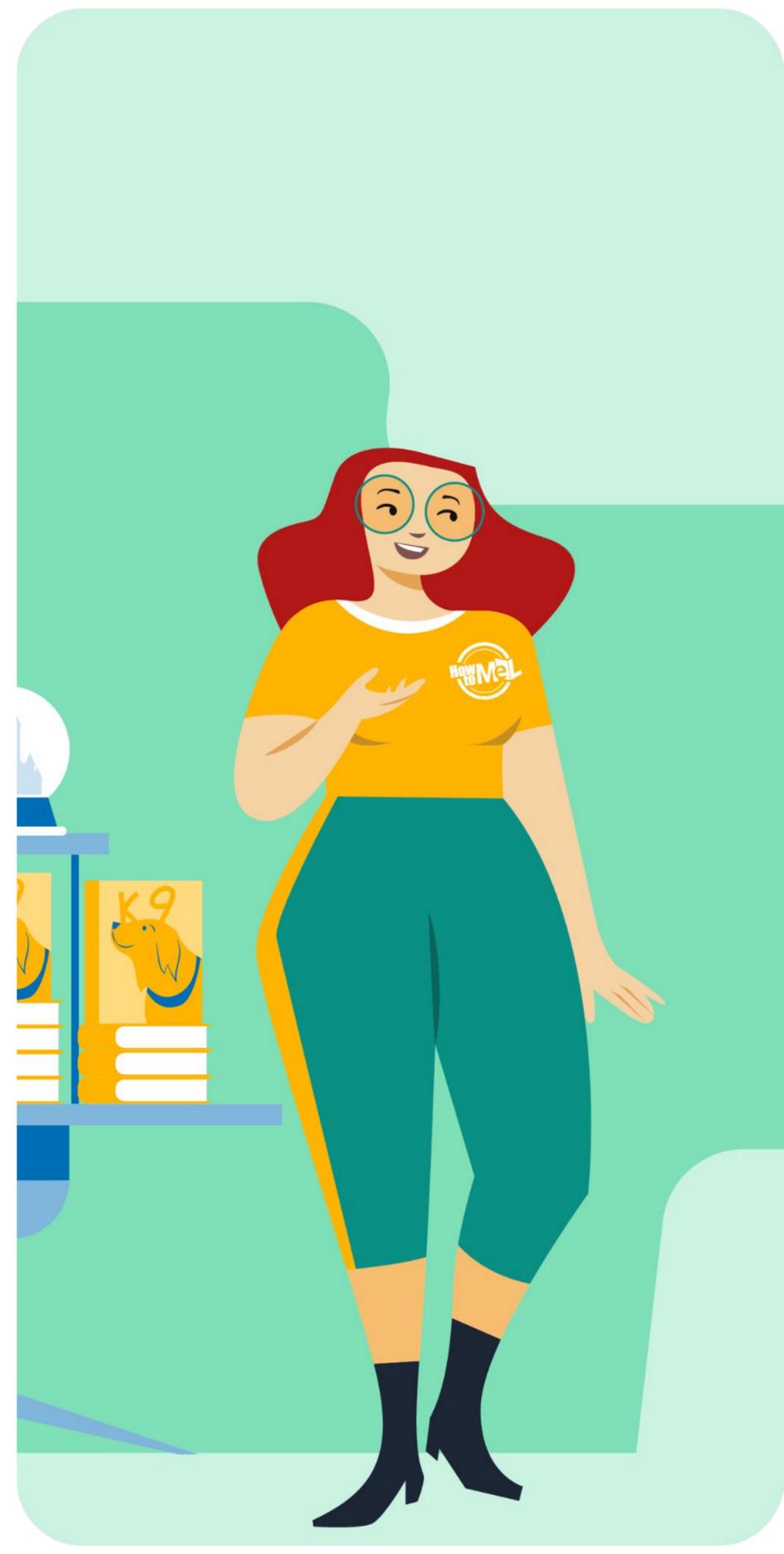
Why stories?



Storyteller on a Mission



Narrative Opens Doors

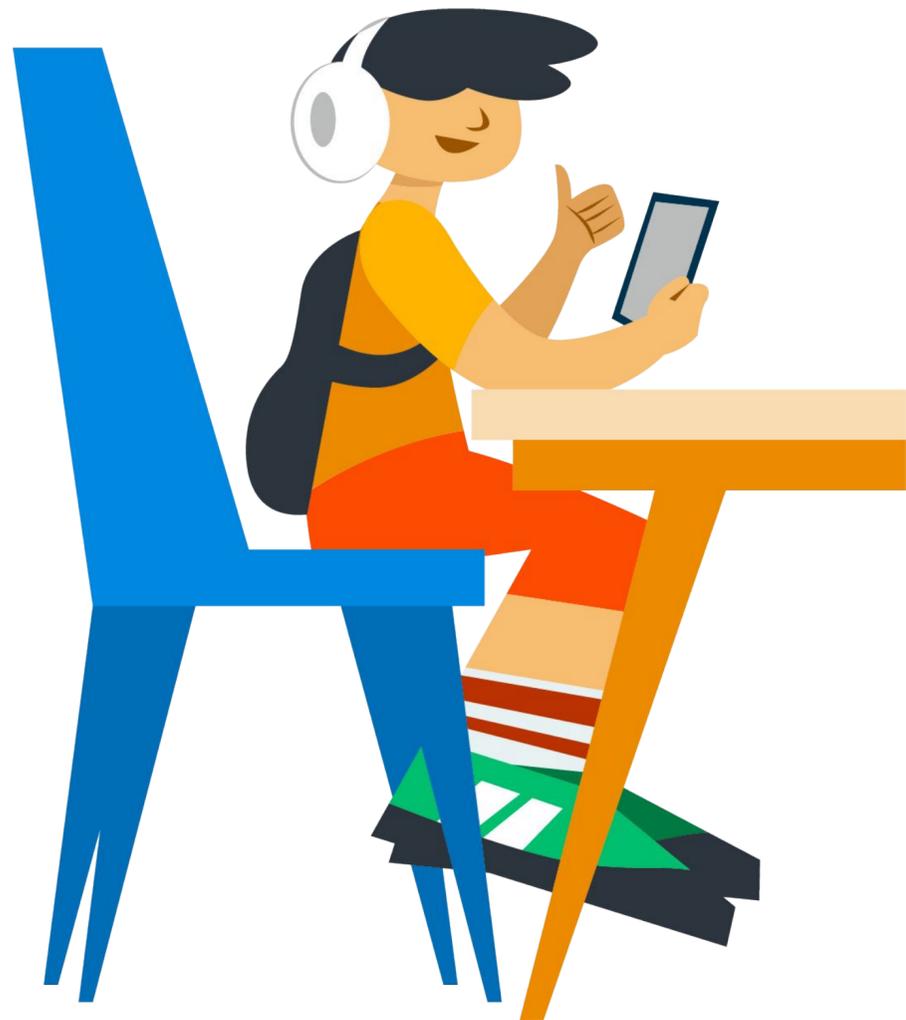


*Educating the mind without
educating the heart is no education
at all.*

-Aristotle



Alex's wisdom



Primer on Alex's Vocabulary

- *good = meh*
- *cool = ok*
- *awesome = great!*

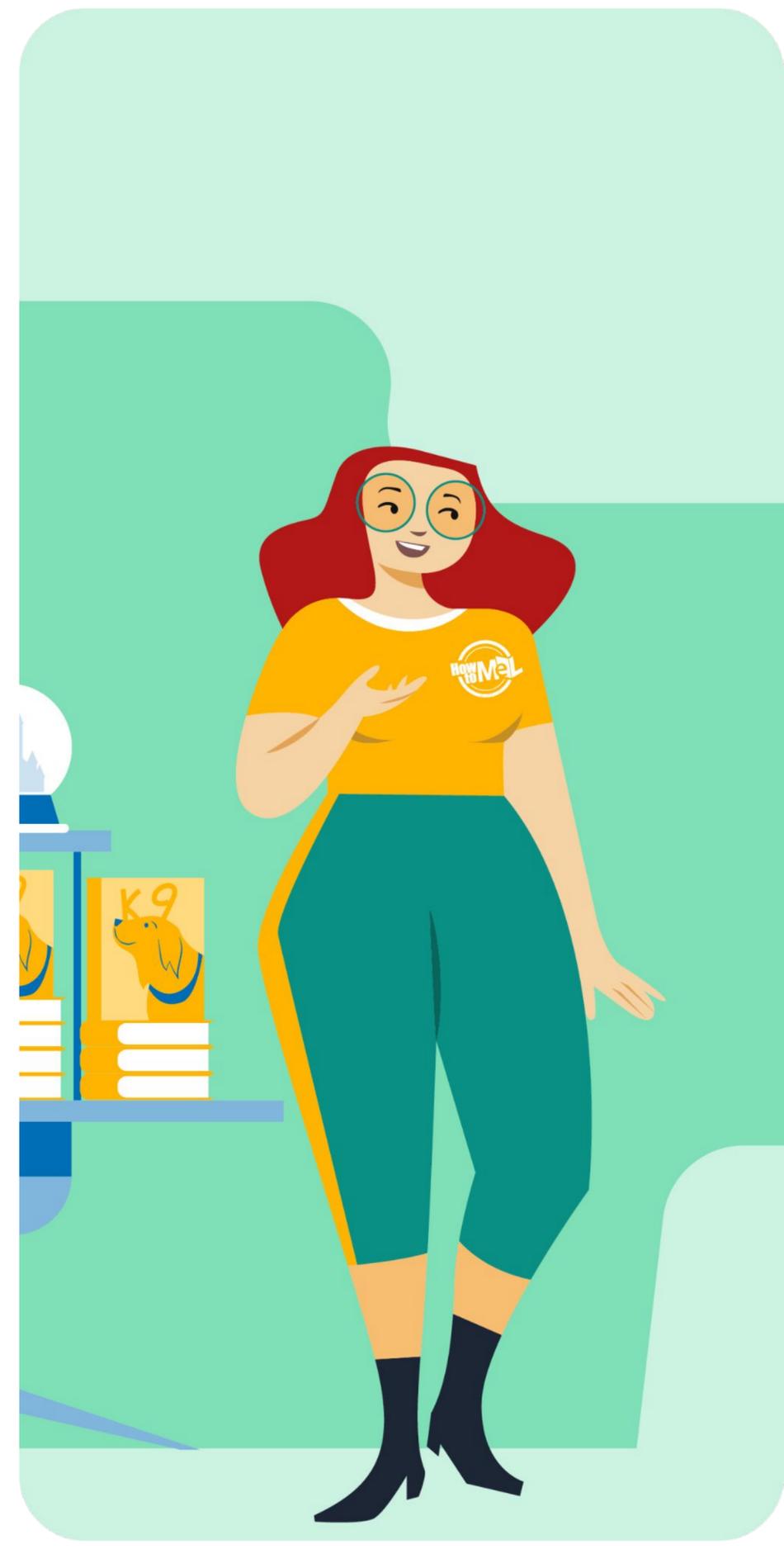
Feedback to illustrators about character development

Ruby is **round**.

Ruby has **more to love**.

Ruby is **overweight**.

Make More of Ruby.



Baby Muhammad



Caringly apolitical

- “We’re not going to teach you what information is right or wrong” and then carrying through on that promise
- No loaded catch phrases such as “Fake News”



Why a badge?

- Shareable, **social**, & **library mojo street cred**
- **Fun**
- Michigan's **Quality Services Audit Checklist (QSAC)**
- **Record of the training**



Who made this happen?



Knowledge Experts



Creative Team

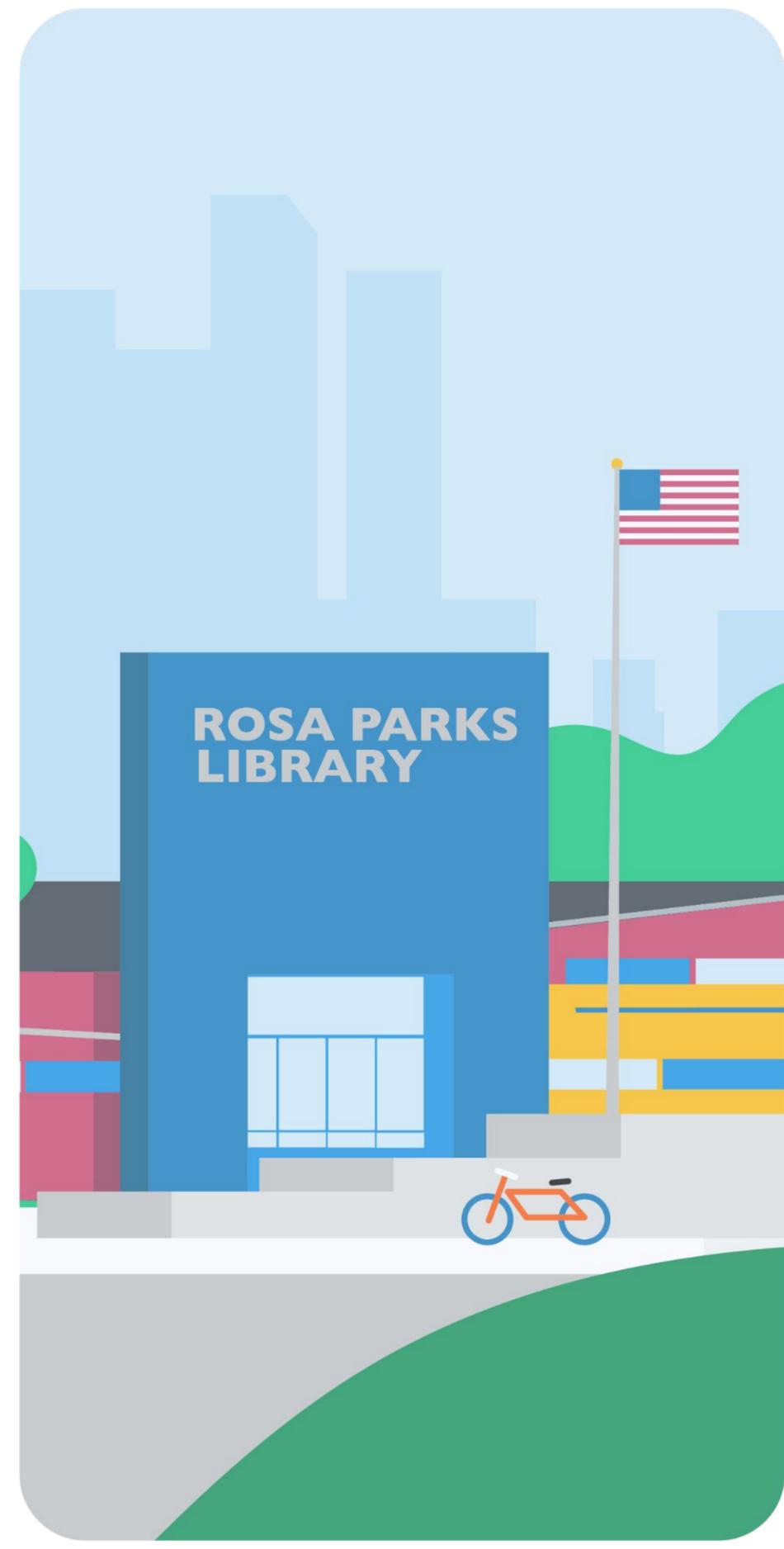
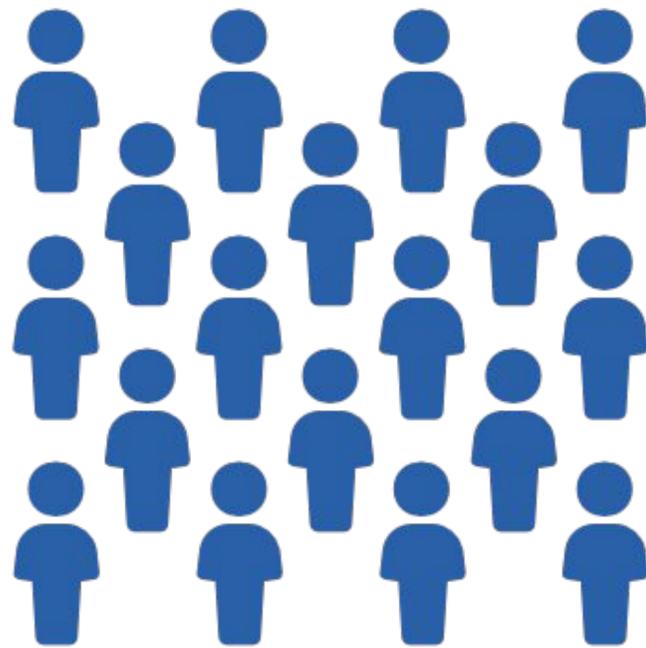


Assessors: Peers and Staff



Talk to me about those assessors...

**Over 50 library
staff across
every time zone**



Badge adoption



- **56 learners** in the first four hours
- In a week, the Badge was the **fifth most-viewed** online learning content for library staff in Michigan
- **Subscriptions** to our primary communication channel for MeL **increased by 161%** (to 4,026).



What are professors saying?

I teach reference skills and sources at the graduate level, so **I know how difficult it can be to integrate the two instructionally.** I am deeply impressed by the way in which the MeL team has considered the essential elements of reference and MeL's electronic resources and converted them into bite-sized, accessible, and powerful action steps.

Kristin Fontichiaro

Clinical Professor, University of Michigan School of Information



Feedback from a rural library director

What a great idea...and **how practical and easy to access.**
Thank you so much! I want to give staff, **"The Maven Badge Challenge."**

Donna Clark, Director

Cedar Springs Public Library, a rural library serving fewer than 12,000 patrons



#LoveIMLS

This project was made possible in part by the Institute of Museum and Library Services.



The Information Literacy Badge is in the Niche Marketplace

- Three-part experience
- Does not reference any particular eResource
- Not Michigan-specific



**The MeL
Maven Badge
is free at
MeL.org**

