

PIL Finding	Lessons for Higher Education
Overloaded, busy, and do things at the last minute.	<ul style="list-style-type: none"> <li>• Offer on-demand info services.</li> <li>• Offer and highlight digital reference services.</li> <li>• Structure courses &amp; assignments accordingly.</li> <li>• Assign readings carefully.</li> </ul>
Rely on Google and Wikipedia – <i>because they can.</i>	<ul style="list-style-type: none"> <li>• Accept Wikipedia and expect citing/crediting.</li> <li>• Use Wikipedia entries as assignments.</li> <li>• Reconsider questions/assignments.</li> </ul>
Say they use a narrow set of approaches and skills—learned mostly on their own in high school.	<ul style="list-style-type: none"> <li>• Offer a comprehensive information literacy program – defined, predictable, measured, reported.</li> </ul>
Defining the task and assessing the process are harder than finding.	<ul style="list-style-type: none"> <li>• Fewer lessons on “search”</li> <li>• Focus on task definition, use of info, evaluation.</li> <li>• Recommend milestones in major assignments.</li> </ul>
Crunch time needs = space and facilities, not resources.	<ul style="list-style-type: none"> <li>• Recognize different needs at crunch and provide services and facilities accordingly</li> </ul>
Assignment handouts aren't helpful from an information perspective.	<ul style="list-style-type: none"> <li>• Offer to work with faculty to revise handouts</li> <li>• Help students to interpret assignments</li> </ul>
Regarding library, there is a shifting role from information and support to space, place, and equipment.	<ul style="list-style-type: none"> <li>• Less emphasis on print collection development.</li> <li>• Offer flexible and collaborative spaces.</li> <li>• Use the Apple Store as a model for the 21<sup>st</sup> C library..</li> </ul>