<table>
<thead>
<tr>
<th>PIL Finding</th>
<th>Lessons for Higher Education</th>
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| Overloaded, busy, and do things at the last minute. | • Offer on-demand info services.  
• Offer and highlight digital reference services.  
• Structure courses & assignments accordingly.  
• Assign readings carefully. |
| Rely on Google and Wikipedia – *because they can*. | • Accept Wikipedia and expect citing/crediting.  
• Use Wikipedia entries as assignments.  
• Reconsider questions/assignments. |
| Say they use a narrow set of approaches and skills–learned mostly on their own in high school. | • Offer a comprehensive information literacy program – defined, predictable, measured, reported. |
| Defining the task and assessing the process are harder than finding. | • Fewer lessons on “search”  
• Focus on task definition, use of info, evaluation.  
• Recommend milestones in major assignments. |
| Crunch time needs = space and facilities, not resources. | • Recognize different needs at crunch and provide services and facilities accordingly |
| Assignment handouts aren’t helpful from an information perspective. | • Offer to work with faculty to revise handouts  
• Help students to interpret assignments |
| Regarding library, there is a shifting role from information and support to space, place, and equipment. | • Less emphasis on print collection development.  
• Offer flexible and collaborative spaces.  
• Use the Apple Store as a model for the 21st C library. |