Objective

Discuss strategies for prioritizing content into “need to know”, “nice to know”, and “nuts to know”
What Happened

- The power went out 1 hour into a 6-hour lecture
- Despite the instructor saying to stay, many students left early (although class was ultimately canceled)
It could have been worse...

- Flipped classroom
- Lecture slides available on Blackboard
- Extrinsic motivation: assignment and quiz questions
But it was still pretty bad
How We Fixed It

- Screencasts for database searching using Jing
- Promoted our availability through consultations, email, and chat
- Sent email feedback regarding common assignment issues so they could learn/do better on exam questions
- Graded more leniently and, per instructor of record, used “all or nothing” point scale
How We Prioritized Video Content

- Is the information available/easily understood in PowerPoint?
- If they don’t know, what’s the worst that will happen?
- What have students struggled with in the past?
- Is it relevant to the immediate assignment?
- Is it something I didn’t learn until library school?
- How hard is the concept to explain?
- Is it review/will it be reinforced later?
Need to Know

Won’t pass assignment/class/program if they don’t know it

Will cause patient harm if they don’t know it

Foundational for another class
Nice to Know

- Will save them time if they know it
- Will make their searches more robust
- Will give them a more sophisticated understanding of key concepts
Nuts to Know

- It is complicated to explain
- Arcane knowledge (e.g., librarian-level)
- The skill will seldom be used in practice
- The resource is not frequently available in practice
Questions?