Article

Tailoring information literacy instruction and library services for continuing education

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Abstract

As higher education diversifies worldwide, academic librarians must adapt their information literacy initiatives to meet the needs of new populations. This paper explores the implementation of information literacy instruction and library services for diverse adult learners, in response to Cooke's (2010) call for case studies on the relationship between adult learning theory and information literacy. Based on librarians' success in reaching an underserved continuing education department, a variety of practical techniques for working with diverse students and instructors are discussed, with a focus on how learners' characteristics inform the approaches. Effective techniques from adult education theory and information literacy practice are discussed in the context of outreach to continuing education learners.

Librarians adapt instruction and communication strategies for students with varying levels of language, library, and technology skills; teach outside usual "business hours"; teach online; integrate information literacy outcomes in course curricula; tailor communication to students and instructors; and continually develop entirely new workshops based upon the content specific to continuing education programmes. Through these efforts, this unique group of students and instructors has been provided with previously unrealised access to information literacy training and library services.

Challenges in outreach and teaching remain. However, the groundwork has been laid for a sustained liaison relationship and an account of this is presented in this paper. Future work will include systematic evaluation of successes and changing needs so that structured information literacy efforts, tailored for continuing education students, can evolve over time.

Keywords

Information literacy, adult learners, continuing education, outreach

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1. Introduction

In response to Cooke's (2010) call for specific case studies that examine the relationship between andragogy (teaching adult learners) and information literacy, this paper explores the implementation of information literacy instruction and library services for diverse adult learners. The focus is on an andragogical context, based on McGill University librarians' success in reaching the underserved Centre for Continuing Education (CCE)[1]. A variety of practical techniques for working with diverse, educationally-focused students and instructors are discussed, including

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[1] At the time of writing, the official name was the Centre for Continuing Education (CCE). However, as of May 2011, the unit's name is the School of Continuing Studies.

tailored teaching methodologies, communication strategies, curriculum integration, promotional initiatives, and ongoing asynchronous support. Continuing education students at McGill University exhibit similar characteristics to students studying elsewhere (as summarised in Heery 1996; Ismail 2009; Kent 2001), and therefore the authors of this paper have successfully employed techniques from adult education theory and information literacy practice within the context of their information literacy outreach to continuing education learners.

McGill University is a publicly funded research-intensive university in Montreal, Quebec. Montreal is a multicultural, cosmopolitan city, and the university community reflects this diversity. In the fall of 2010, a total of 36,531 students, from approximately 150 countries, were enrolled in McGill University's 11 faculties and 10 schools (McGill University 2011).

The students who make up the CCE are one of the most culturally and linguistically diverse groups of students on campus. Students are enrolled in over 45 diploma and certificate-granting programmes, as well as non-credit courses, chiefly in: English and French languages; career and management studies; and translation studies. Depending on their programme, their university status is either "undergraduate" or "graduate." The CCE also offers a variety of professional development courses and is responsible for the McGill Institute for Learning in Retirement (Centre for Continuing Education 2011).

2010-2011 profile (Centre for Continuing Education 2011):
   Total enrolment: 12,132 students
    58% women
    53% have a mother tongue other than English or French (see Figure 1.)
    1,327 international students from over 130 countries
    40% are recent immigrants to Canada, arriving in the past 6 years (Centre for Continuing Education 2009)
    Average age: 33

Figure 1: Mother Tongue of McGill University Centre for Continuing Education Students
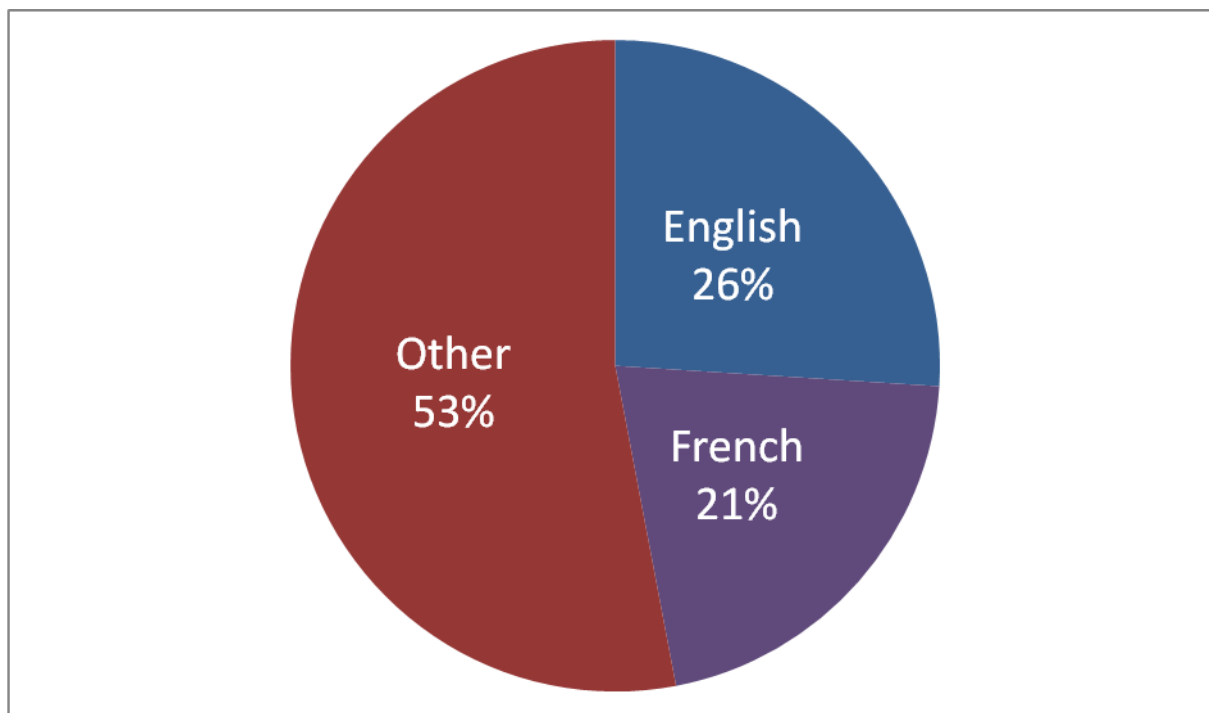
The McGill University Library system is organised according to discipline and principal faculty served. Using a liaison librarian model, each department and programme has an assigned librarian who is responsible for collection development in the subject area, library instruction for courses in the department, outreach, and information services.

The CCE only recently became a part of the liaison structure. Efforts began on an ad hoc basis, mainly due to the dispersed structure of the programmes and course instructors in the CCE. Contact was first forged in 2006 when librarians began providing instructional support for specific courses in management. Support expanded to English and French language programmes in 2007. Through personal contacts, sessions were also arranged to introduce instructors to library services.

After only a few years the situation has improved, as librarians have formalised their efforts to serve continuing education students' specific needs. Due in part to the advocacy by library staff, there are now three liaison librarians who are officially assigned to the CCE, each liaising with career and management studies, English language programmes, and French language and translation studies programmes. It should be noted that these three librarians also authored this paper and are hereafter referred to the authors. Librarians have also been successful in advocating for an allocation of the collection budget for the purchase of materials to support continuing education programmes. Thus, the personal touch of the liaison model has proven effective in bridging the CCE's isolation and integrating students and instructors into the university fabric.

2. Background: the continuing education context

The concept and practice of formal continuing education has thrived over the last two decades, becoming a significant enterprise in many institutions of higher learning in Europe and North America. It is clear that an increasing number of adults are engaged in higher education. For example, 25-64 year-old Canadians increased their enrolment in post-secondary institutions by an average of 3.8% per year from 1998 and 2008 (Organisation for Economic Co-operation and Development 2010, pp 40). Enrolments have similarly increased in the United States and the United Kingdom over the same period (average growth of 3.0% and 3.6% respectively,). Overall, in 2007, nearly half of Canadians, Americans, and Britons aged 25-64 were participating in some type of formal or non-formal education (i.e., 42%, 49% and 49% respectively,).

Much of the recent growth in participation has been attributed to a worldwide economic downturn and rise in unemployment in Europe and North America (Alini 2011; Tobin 2010). As jobs become more difficult to obtain, adults are returning to formal education to improve their employment prospects. Universities are increasingly investing in continuing education centres, which provide additional sources of revenue yet tend to cost less to support than traditional programmes. Continuing education also contributes to the goal of creating a society of lifelong learning, "a pedagogical concept for the new millennium" (Rowland and Rubbert 2001, p. 743).

2.1 McGill University's Centre for Continuing Education (CCE)

Academic libraries take on a broad mission of providing access to information for all members of their campus communities as well as the general public. Services to continuing education departments are naturally a part of this mission, but this group is often neglected due to a marginalised presence in the mainstream university and competing priorities for library resources (e.g., time and staff). Studies show that despite increased enrolments, continuing education students and instructors are perceived as peripheral to the university community and often lack access to basic services. In addition, students' and instructors' limited knowledge of the library correspond to low levels of its use. This can lead to dissatisfaction and a less-than-optimal educational experience for students and instructors alike (O'Donnell and Tobbell 2007; Williams 1995; Young et al. 2009). However, new, specialised services can be implemented to overcome

barriers to students by clearly identifying the needs of specific groups. Thus, it is essential to understand the characteristics of the continuing education community and to tailor outreach and instruction strategies in order for libraries to fulfill the mission of service to all user groups.

Service is especially challenging since continuing education students constitute a unique user population. The term "adult learners" encompasses the majority of students enrolled in continuing education courses, and therefore, for the purpose of this paper, "continuing education students" are synonymous with "adult learners." However, this is where the commonality ends. Students vary widely in age, technology skills, academic and professional experience, mother tongue, country of origin, academic motivation, and life circumstances (Adamuti-Trache and Schuetze 2009).

Since the early-1990s, library services for continuing education and part-time students has been a sporadic topic of study (e.g., Fisher and Moses 1991; Heery 1996; Williams 1995), but recent research on adult learners has contributed much to the area. Adult learners in particular frequently exhibit library and technology anxiety (Cooke 2010). They also tend to be extremely pressed for time, but are goal-oriented and highly motivated (Badke 2008). Unlike the typical undergraduate, most continuing education students work full-time while pursuing their studies (Gold 2005). Students generally do not spend a lot of time on campus outside of course class time, do most of their coursework from home, and have additional social responsibilities (i.e., family and careers) beyond their studies (Gold 2005; Ismail 2009; Rowland and Rubbert 2001; Whitehair 2010). Instructors also have diverse backgrounds and often teach a variety of courses while employed at other institutions. Furthermore, adult learners have different motivations and learning styles (Harrison 2001). Consequently, multiple teaching techniques should be employed when providing information literacy instruction to ensure that a variety of learning styles are accommodated.

3. Solutions: Facilitating the development of information literacy skills

3.1 Embedding information literacy in programme curricula

As argued by Heery (1996) and Kent (2001), leveraging the liaison model is integral to outreach for continuing education students. Since McGill University does not have a university-wide information literacy programme, developing a relationship with individual instructors/faculty is crucial to information literacy efforts. A recurrent theme in outreach work with continuing education departments is *context*. Students, instructors, and administrators in the department simply do not have the time, interest, or energy to follow up on promotions for general or non-specific information literacy initiatives. Indeed, there was a perception, in the early stages of discussion between the authors and programme coordinators and administrators, that "nothing exists just for us." Specific needs can only be filled within the context of the individual courses and programmes in the CCE.

Ongoing dialogue amongst librarians, programme coordinators, and instructors is essential in identifying the range of what is possible. The authors communicate with individual instructors to discover their course objectives and discern the skills that students require in relation to these objectives. Since instructors often lack knowledge of the librarians' services, thorough and ongoing outreach work is required. Regular notes about new services and reminders about librarians' contact information must be communicated to ensure that the library remains on the instructors' radar. Continuous efforts must be made to reach new staff and liaise with programme coordinators so that librarians are kept abreast of instructor changes.

In order for instructors to "buy in" to the role of the library, it is essential for librarians to tailor services to meet the instructors' unique needs. Since few instructors are aware of library resources and spend little time on campus, librarians periodically provide live, interactive web-based presentations to introduce key services, including an overview of online resources and a demonstration of how to find materials. Offered in collaboration with the CCE's Instructor Services & Educational Technologies unit, presentations are made available online for asynchronous viewing. In-person workshops are also provided to introduce instructors to the breadth and depth

of electronic resources available to them. These sessions are essential in promoting the relevance of the library to instructors.

Embedding instruction

The limits of time make it extremely difficult for most continuing education students to attend another session outside of class time in addition to work and family obligations (Gold 2005; Whitehair 2010). The necessary integration of information literacy during class time requires liaison librarians to be flexible with scheduling. As most classes take place in the evening (6-9 pm), librarians are often required to teach two or three evening information literacy sessions per week during peak instruction periods (typically the first five weeks of the semester).

One particularly successful information literacy initiative at McGill University has been to integrate information literacy skills into the curricula. Consequently, appropriate instruction and collaboration with librarians is included in each session of individual courses, regardless of the instructor; an approach recommended by Gold (2005) and Whitehair (2010). In practice this meant that one of the authors met with the coordinators of the CCE's intensive English programme at a crucial stage in curriculum-redesign to discuss the integration of information literacy skills into the courses. Each course in the programme has its own set of learning outcomes that include both specific language skills and more general lifelong learning goals. The librarian mapped these outcomes to corresponding indicators in the *Standards for the 21st Century Learner (*American Association of School Librarians 2007*)*, forming a plan by which information literacy competencies can be addressed at each level of the programme. Although typically applied in secondary school settings, the competencies included in these Standards are quite pertinent for the lifelong learning context of continuing education studies.

Another example of integration was introduced in an English course that focuses on preparation for academia. Students must complete a substantial academic essay that requires the use of scholarly sources. As part of the course, students participate in a 3-hour workshop led by a librarian in which they explore different types of academic resources, practice hands-on information retrieval, and discuss principles of academic integrity. In other courses, to minimise information overload, it was found that multiple sessions with the librarian can be more effective than one intensive session (Whitehair 2010). Thus, in another English language course that focuses on professional communication, students participate in two workshops facilitated by a librarian; one that introduces library services in general along with materials for a specific class project and a second session that focuses on internet communication and finding career development resources.

While course instructors include many information literacy competencies within other classroom activities, the librarian's role in some courses has become central to facilitating the development of particular information literacy skills. These ongoing sessions go beyond single assignments and library skills, thereby fulfilling larger objectives in the programme curriculum.

3.2 Information literacy instruction for adult learners

The only thing that continuing education students and instructors have in common is that they have nothing in common; their diversity creates unique information literacy challenges. The authors have found that for meaningful learning to take place it is essential to acknowledge this diversity and avoid making assumptions about students' background knowledge and skills. Some students, for example, have never used an open-stacks library and therefore need very explicit instructions on how to physically borrow a book. Others have not used a computer before coming to the university. Yet others have completed advanced degrees and are quite experienced in research in other languages and settings. If the librarian targets the class at just one point of skill level along this continuum, the majority of students will not have their needs fulfilled. Some will have missed fundamental knowledge on which information literacy skills are built, while others will not have the chance to take their existing skills to a higher level and continue their learning.

However, in addition to employing teaching strategies to meet individual students' needs, instructors must create a group learning experience for learners with multiple levels of experience and knowledge. In general, a simple acknowledgement of the students' diversity can itself be effective in engaging students (Moslander 2001, p. 107). By acknowledging their awareness of the group's varied backgrounds, librarians can begin to allay the frustrations of those at either end of the experience spectrum and ensure that all students' needs will be met, even if a bit of patience is required. It is helpful to emphasise repeatedly that a workshop is not the students' last chance to get help—it is the first!

It is also important to be aware that the dynamics of each group will be quite different depending on a number of factors, such as their average age, backgrounds, the course instructor's personality, and even the time of the day. Therefore, librarians must be flexible in planning sessions so that they can take a different path depending on the group. Flexibility in time allocation and provision of a range of learning activities is also a necessary step to facilitating 'culturally-responsive pedagogy' in recognition that students' needs and learning styles are embedded in cultural background (Alfred 2009). The authors have employed a variety of best practices from the literature on adult education and information literacy to inform their interactions with continuing education students (see Table 1, p.74) .

The fundamental purpose of continuing education is independent learning (Roy and Novotny 2001). Interactions with continuing education learners emphasise information seeking skills as a function and fabric of everyday life. Continuing education students often see the development of such skills within this broader context, while many undergraduates tend to focus on the completion of immediate specific assignments and passing upcoming exams. However, adult learners do want to see the relevance of workshops and materials to their academic and professional developments, so it is important to make explicit links to assignments and career goals (Cooke 2010).

Communicating effectively
In calling for more research on the needs of an internationally[2] diverse group of students, Amsberry (2008, p. 357) points out that "as higher education becomes increasingly interested in issues of diversity and internationali sation, the needs of international students will become an important priority for academic libraries". In recognition of this fact, McGill librarians have employed a number of techniques to communicate more effectively with diverse populations of continuing education students in one-on-one and classroom interactions. For this linguistically and culturally diverse group, for example, they recommend:

> Promoting appropriate thesauri and encyclopedias
> Emphasising the importance of finding the right terminology before searching for information
> Explicitly acknowledging that the library system in North America might be different from what they are used to or expect
> Pointing out the availability of help from librarians
> Discussing cultural differences in notions of academic integrity (as summarised in Jackson 2004).

Likewise, Baron and Strout-Dupaz (2001) argue that the three major challenges facing international students are: language/communication problems, adjustment to new educational and library systems, and adjusting to a new culture in general. They recommend a model for library skills training for international students that suggests communication and adjustment strategies for overcoming these challenges and links these with skills from ACRL's information literacy competency standards. More specific recommendations for instructional techniques and methods useful in assisting students who speak English as their second language include:

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[2] In the context of this paper, "international" primarily refers to students who are linguistically and culturally different from the majority of English-speaking Canadian students.

- using a mix of lecture, discussion, demonstrations and hands-on activity
- using simple sentence structure and vocabulary
- explaining concepts in multiple ways; speaking slowly and avoiding library jargon
- avoiding idioms and cultural references
- soliciting feedback to make certain that students understand, and not assuming that they do (DiMartino and Zoe 2000).

Librarians who consciously employ these communication techniques can more effectively assist international students in overcoming their challenges in developing information literacy skills.

Adult learners and active engagement

For students who have been away from school for several years or have English as a second language, library and technology anxiety is also a barrier to the development of information literacy skills (Gold 2005; Gust 2006; Moslander 2001)[3]. As Gust (2006, pp.557-8) notes, "many adult and senior learners return to the college classroom with more anxiety, fear, uncertainty, and less self-confidence in use of computer technology and searching the internet than traditional students". Therefore, librarians have an important role in unifying the educational experience. For example, the experience of searching for information online can be disorienting and fragmented, but guidance from librarians can integrate the intellectual processes of seeking, evaluating, and using information (Rowland and Rubbert 2001, p. 756). To overcome students' reluctance to use the library or lack of awareness, the authors have adopted several approaches.

The notion of active learning and creating multiple opportunities for engagement appears repeatedly in the literature on teaching diverse populations, as summarised by Harper and Quaye (2009). Further, an emphasis on active learning creates an environment of "praxis" where adult learners can make a connection between learning and doing (Cooke 2010). Active learning techniques are especially suited to allaying library and technology anxiety, especially with groups of diverse learners. The traditional one-way directional model of transmitting information (i.e., through lectures) has limited effectiveness when used with diverse groups. The format is not flexible enough to allow meaningful learning to take place among many learners on multiple levels. It has been argued that the use of active learning techniques including information discovery exercises and group work allow librarians to take the role of guides or facilitators of independent learning rather than lecturers (Caravello 2001; Currie 2001; Gold 2005). Active learning techniques require librarians to be flexible in their approach to content, and this ultimately provides a richer learning experience for the students.

Large group discussion and structured group work facilitated by the librarian allow students who have more research experience to share their knowledge with their classmates. Learners are thereby prompted to demonstrate their knowledge and thus drive the content of the session. In other words, the instructors never *tell* students what they can explain to each other in their own words. Participant-driven tasks and discussion also allow students to follow one of the rules of Bob Pike's Laws of Adult Learning: "learning is not complete until the learner can not only perform, but also teach other learners the new skill" (Ingram 2001, p. 148; see also Roy and Novotny 2001).

Specific teaching techniques

The authors have effectively employed a number of specific techniques with continuing education learners transforming the challenge of diversity into learning opportunities. Table 1 (overleaf) lists examples of teaching techniques that they have found to be particularly effective for adult learners in the library context.

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[3]International students are an exception in this respect. Jackson's (2004) article on the topic noted that international students tend to be computer savvy and familiar with libraries (p. 205), contrary to many popular perceptions. It is difficult to apply generalisations to this group.

Table 1: Teaching techniques for continuing education learners

Challenges	Strategies	Benefits
Students' lack of awareness of the library's role in their learning	-background knowledge probes: E.g. Ask students "how can you find out if a library has a particular book?"	-gauges existing knowledge, skill level, group dynamics -helps students concentrate on the session's most important concepts -makes explicit connections to students' access to library services
Library anxiety (e.g., due to changes to libraries since their past experience, perception that they're unwelcome in "traditional" student space)	-library tours -flexible classroom space (e.g., groupings of chairs or tables facing different directions rather than rows)	-increases comfort with the library and computer facilities -provides opportunity for students to work together or at their own pace, depending on class activities -decreases fear of "looking stupid" in front of instructor
Diverse levels of experience in the group	-directed questioning: (e.g., when demonstrating, instructor asks: "where should I click? what do I do next? where can I find the book?") -hands-on practice -group work	-allows experienced students to share their knowledge -enhances motivation -increases participation from reluctant participants -promotes "authentic" learning -allows for personalised feedback from instructor -places librarian in the role of facilitator
Students' difficulty in articulating information needs	-"Think-pair-share": students pair up to brainstorm keywords	Allows students to: -generate new ideas collaboratively -practice summarising new knowledge -practice communication skills
Information overload	One-minute writing: students are asked to spend a few minutes writing one thing they learned and one thing they still don't understand	-allows time for reflection -allows learners to integrate new concepts into existing knowledge
Students' self-motivation and desire to see relevance to immediate needs	Incorporation of students' own suggested topics in database search examples	-places librarian in role of facilitator -makes explicit link between library resources and students' needs -sustains motivation to learn

Sources: Cooke 2010; DiMartino and Zoe 2000; Gold 2005

4. Supporting information literacy holistically

In-class sessions and instruction are only one component in meeting continuing education students' and faculty member's needs. Envisioning information literacy as a holistic process which does not end inside the classroom, the authors have made strides in tailoring services outside the classroom to fit the demands of continuing education clientele.

4.1 Guides and materials

The authors have found that for the continuing education context, an exhaustive bibliography on a given subject is not relevant. Therefore, librarians have created online subject-specific guides (e.g., newspaper databases, reference titles, individual websites, etc.) for particular courses. These guides, as well as reading lists, are prepared with more detail than if designed for typical undergraduate classes, since the research process itself isn't necessarily an objective of continuing education courses. The librarian's goal is to effectively direct students to the materials they need to complete their work. At the same time, lists of resources related to their course work can increase their awareness of relevant library materials, perhaps prompting further use of resources and services.

The liaisons librarians' success in advocating for a collections budget allocation for the CCE has also allowed them to select a range of materials in support of the students and instructors they serve. For example, books related to topics like study skills, academic writing, and career development were not actively collected in the past, but are now requested and acquired in print and digital formats. Reference tools, databases, and journals for fields that are uniquely studied only in the CCE—especially Translation Studies—are now collected. McGill University Library was one of the first academic libraries in North America to implement OverDrive, a platform that hosts downloadable videos, e-books, music, and audiobooks. One impetus behind this acquisition was the goal of supporting CCE users with both general interest and academic resources in a wide range of digital and mobile formats. The library's OverDrive collection emphasises topics such as business and management, language learning, and general guides to success in academia.

4.2 Tailoring Hours for Services and Instruction

One survey of part-time and distance students in the United Kingdom indicated that "more than three-quarters of the part time students found that the opening hours of their university library were not tailored to their needs" (Rowland and Rubbert 2001, p. 749). Since classes in the CCE typically occur in the evening (6-9 pm), it is important to extend service hours. McGill's Humanities & Social Sciences Library's Information and Loans desks are both open until 10 pm during the week and from 10 am-6 pm on weekends, providing continuing education students with time outside of class to borrow books, use computers, and request assistance from librarians.

Beyond longer opening hours, flexibility with scheduling has been critical to establishing strong relationships with the CCE. As recommended by Moslander (2001, p. 109), continuing education librarians have made general library workshops and orientation sessions more accessible by proactively scheduling sessions in the evening and on the weekends. In terms of logistics, it has been found that requiring online registration and following up with students who could not attend has the potential to increase overall attendance.

In addition, at the start of 2011, the continuing education librarians developed a Study Skills workshop to be offered in the evenings and on weekends. Developed in conjunction with administrators in the CCE, the workshop is specifically designed to aid continuing education students in their transition to life at McGill University, especially as many are returning to school after a prolonged absence, or have recently arrived in Canada. The modules of the workshop go beyond an introduction to library services to include broader study skills, presentation skills, and techniques for time/stress management. Some of the topics fall outside of the library's typical purview, which is further evidence that the liaison librarians have integrated themselves into the CCE programme. Held in a library classroom, this workshop will be the first contact for many

students with McGill University Library (it is offered before the start of the sessions). This makes it a perfect avenue to begin the process of information literacy skills development and positions the library as central to participants' learning experience at McGill University.

4.3 Promotion of services

The CCE liaison librarians continue to experiment with different avenues for advertising library services. Longer opening hours and weekend information sessions are a step in the right direction but without proper promotion and advertising, these services will go unused by the students. Some approaches have included the use of posters and slides on LCD screens in high-traffic areas of the main CCE building, announcements on the library website and the CCE website, and targeted emails to instructors. However, given the disparate nature of the programmes at the CCE (classes are often held all over McGill campus depending on classroom availability), strategically-placed promotional devices can be hit or miss. Personal contact thus is always a key to promotion.

Workshops in their own right are also a very effective vehicle for promoting the library's role. Again, the recent Study Skills workshops have served to highlight the importance of the library in continuing education students' experience. The study skills initiative has been successful due to a collaborative effort between the authors and CCE administrators (as discussed in Dermody 2005). The workshops are prominently advertised on the CCE website and actively promoted to individual students by academic advisors. In this way, the library-run workshops are seamlessly incorporated into the CCE's informational materials and official communications, providing a double-barreled approach to promotion. The Study Skills sessions hit students at the point of need as during the early stages of their academic career, students often feel vulnerable and uncertain of their direction. The workshops serve as a positive first formal classroom experience at McGill and thus reinforce the image of the library as a supportive environment and essential resource.

4.4 Responses from students and instructors

The information literacy training provided by the CCE librarians primarily consists of "one-shot" workshops and one-on-one interactions. Therefore, they have not had the opportunity to assess students' final work or gauge their information literacy skills development. However, opportunities for collecting formative feedback are incorporated in the hands-on workshops. For example, students are introduced to a concept and then given a chance to apply it on their own during free practice time, during which librarians can observe the extent to which the skill was internalised. If students struggle, the concept can be repeated until the librarian observes an improvement. In this way, librarians have been able to observe the development of new skills as a result of their workshops.

More formally, librarians often collect written feedback from students at the end of sessions. Although this method of assessment does not measure the long-term impact of the training, the body of comments collected thus far indicates that students are highly appreciative of the opportunity to engage in information literacy training in course-embedded workshops and general study skills seminars. Nearly every response received has indicated that students learned something new about how to find, use, and evaluate information that they can apply in their courses. Finally, their feedback reflects a positive self-assessment of the value of the workshops in their larger learning process.

Librarians have also collected feedback from instructors through informal conversations as well as more formal online surveys. All instructors who have completed written surveys have noted that their students' work has improved following the incorporation of tailored information literacy workshops in their courses. In addition, all commented that students' confidence has grown markedly as a result of completing hands-on workshops. More specifically, some instructors have commented that the instruction has a particularly significant impact on their students who are newcomers to North America. One professor noted that her students had rarely used the library in

the past, but now the door is open to them to continue to use resources throughout their studies after having an opportunity to have a positive and non-threatening first introduction.

Now that several successful partnerships and initiatives have been established, more work on formal assessment can take place. Plans are being developed to administer pre- and post-test evaluations of students' academic and information literacy skills. In addition, participants in both course-embedded and stand-alone workshops will be surveyed one or more semesters after their attendance at a workshop to evaluate the impact of information literacy training on their ongoing learning experience. The authors intend to publish the results of these surveys in a future publication.

5. Conclusions

The McGill University Library's system-wide liaison model emphasises a disciplinary approach, placing the impetus for outreach and service on individual librarians responsible for particular departments and user groups. This has meant that in the past, continuing education clients were not directly served like other departments with particular regard to collection development and direct communication. Most notably, they lacked information literacy support. However, the unique characteristics of the CCE necessitate that students and instructors need different kinds of assistance in learning how to find, evaluate, and use information, and so tailored resources and services are of particular importance to these clients.

Overall, through embedded information literacy instruction, promotional activities, and targeted collection development with specific educational objectives, McGill University Library's CCE liaison librarians have broken the CCE's isolation and provided this unique group of students and instructors with previously unrealised access to information literacy training and library services. Indeed, the very nature of the mission of continuing education programmes make them particularly open to partnerships with the library to further students' development of information skills.

Positive feedback has been received from students, instructors, and administrators on these "tailored" approaches. Whilst the analysis of this feedback goes beyond the scope of this paper, it is important to note that overall this feedback has been positive as illustrated by written comments from professors; informal evaluation of student performance (e.g., through observation and short evaluation forms); increased requests for information literacy workshops each term; and requests for new workshops to be developed. Particular successes have included adapting instruction strategies for students with varying levels of language, library, and technology skills, teaching outside usual "business hours," teaching online, integrating services in the curricula, communication with students and instructors in their own continuing education context, and developing entirely new sessions based upon the content specific to continuing education programmes.

Outreach and teaching challenges will continue, given the changeable nature of the student body. However, the groundwork has been laid for a sustained liaison relationship. Further efforts will include more systematic evaluation of successes and also of unfulfilled needs to ensure the development of an increasingly structured programme. Promotional approaches will continue to evolve as librarians assess their success and receive feedback from the CCE.

Resources

Online course guides available at:
http://www.mcgill.ca/library/library-findinfo/courses/guides/ (see specifically: CELG 343, CEGL 413, CEGL 423, CPRL 540)

http://www.mcgill.ca/library/library-findinfo/subjects/ (see specifically: English Grammar & Writing, French Continuing Studies, Public Relations, and Translation Studies)

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