

In-Fun-Mation: Putting the Fun in Information Retrieval at the Linnaeus University, Sweden

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Abstract : A description of how a team of librarians at Linnaeus University Library in Sweden utilizes a pedagogical approach to deliver engaging digital workshops on information retrieval. The team consists of four librarians supporting three different faculties. The paper discusses the challenges faced in engaging students who may perceive information retrieval as a boring and difficult subject. The paper emphasizes the importance of motivation, inclusivity, constructive feedback, and collaborative learning in enhancing student engagement. By employing a two-librarian teaching model, maintaining a lighthearted approach, and relating information retrieval to everyday experiences, the team aimed to create an enjoyable and meaningful learning experience. The authors describe their approach to increase student engagement and learning outcomes through a three-phase workshop structure: before, during, and after the workshops. The "flipped classroom" method was used, where students were provided with pre-workshop materials, including a short film on information search and encouraged to reflect on the topic using a digital collaboration tool. During the workshops, interactive elements such as quizzes, live demonstrations, and practical training were incorporated, along with opportunities for students to ask questions and provide feedback. The paper concludes by highlighting the benefits of the flipped classroom approach and the extended learning opportunities provided by the before and after workshop phases. The authors believe that their approach offers a sustainable alternative for enhancing information retrieval knowledge among students at Linnaeus University.

Keywords : digital workshop, flipped classroom, information retrieval, interactivity, LIS practitioner, student engagement

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