Redefining the service experience: forging collaboration between librarians and students

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» Pedagogy

» Service model

» Workforce

» Library redevelopments
Traditional pedagogy – sage on the stage
Contemporary pedagogy – guide by the side
Contemporary pedagogy and informal learning in the library
Service model

- **TIER 3**
  - Depth and Complexity
  - Subject Specialisation

- **TIER 2**
  - Breadth of Knowledge
  - Information Expertise

- **TIER 1**
  - High Volume Student/Academic Services

- **TIER 0: Self-Service**

Library Staff Career Path

Circa 60%

Circa 25%

Circa 15%

Client Interaction

Specific Knowledge & Domain Expertise
Bringing it all together
A new design

• Focussed on enabling collaborative relationships

• Developed protocol for service point design

• Staff participation and concerns
• Implications for job roles – some new higher skilled jobs, some redundancies

• Staff training and development
Student IT @ Giblin Eunson Library, Business, Economics and Education
Next steps

- Continued coaching of managers and supervisors
- Continued staff training and development
- Evaluation
Summary

• Pedagogy + service model + workforce issue + library redevelopments = New service paradigm and design

• Use service points to foster library staff/student collaboration

• Work through design and implementation challenges – use a range of experts as well as library staff

• New service point needs ongoing staff coaching, training to enable the vision of collaboration to flourish
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