# Going the Distance: Point-of-Need Research Instruction for E-Learners
## 5 Best Practices

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## What is point-of-need research instruction?

Instruction that is *responsive* to student information needs, *as and when they emerge* throughout the research process.

## Why provide point-of-need instruction?

Distance learners are more likely to engage, learn and retain research strategies *when they are prepared to use them*.

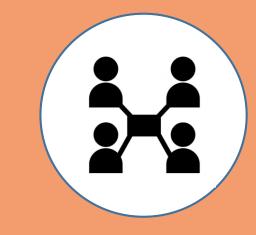| Foster Librarian-Faculty Partnerships | Design Digital Learning Objects | Create Accessible Content | Plan Active, Inquiry-Based Learning Experiences | Facilitate Peer Collaboration |
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| Collaboration between the librarian and instructor is a critical factor in promoting student engagement and learning (Johnson, 2014). | Digital learning objects are developed based on user needs, abilities and skills, and include a lesson, activity and evaluation tied to learning outcomes (Lietzau, 2012). | Universal design principles can be applied to create content in a variety of formats for a diverse range of learning preferences and abilities (Courtney & Wilhoite-Matthews, 2012). | Inquiry-based learning experiences facilitate active learning and critical thinking (Finch & Jefferson, 2012). | Collaborative learning promotes greater student engagement and research skill development (De Hei et al., 2015). |
| ❖ Formulate an outreach plan to market and promote library services. | ❖ Identify the users and purpose of the learning object. | ❖ Provide short, clear directions that answer a specific question or need. | ❖ Create opportunities to investigate a specific challenge such as writing an annotated bibliography. | ❖ Assign small-group projects so learners can share experiences and ideas. |
| ❖ Embed library contact information and services in course outlines and management systems. | ❖ State learning outcomes at the beginning of the lesson. | ❖ Include server-side scripting, embedded tags, alt functions for website text and images. | ❖ Provide feedback as students explore ideas and tools to address the problem. | ❖ Use collaborative tools well-suited for project outcomes (e.g. video chats, forums). |
| ❖ Attend or arrange faculty meetings. | ❖ Gather feedback on user perception of learning materials. | ❖ Incorporate cloud-based resources, video and interactive content. | ❖ Allow time for discussion of issues and strategies used to tackle the challenge. | ❖ Provide opportunities for peer feedback and assessment. |

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