To address these issues we focused on:

- Setting a target—a specific audience of young first year undergraduates
- Putting students at the centre of our thinking, the content and design process
- Deepening the pool of expertise—found partners in learning design, web expertise and graphic design
- Exploiting the web—interactivity, highly visual, multiple pathways

Our existing Voyager catalogue tutorial was text-heavy and decontextualised—detached from student experience, youth culture and the research process.

The aim was to create a student-centred tutorial, applying sound learning principles, providing relevant contexts for first year students and using Net Gen modes to convey the information.

**Net Generation**
- Bored with text
- Constantly connected
- Don't like being 'told'
- Exploratory learners
- Multi-media savvy

**How do you get Net Gen students to engage with an essential research tool?**

- Apply sound learning principles
- Pedagogical research and practical experience indicated that we needed to create a learning environment that was:
  - Participatory—learning by doing
  - Situated—relating to a student's existing experiences and frameworks
  - Relevant and engaging—acknowledging real issues; immediately applicable
  - Able to include self-assessment and provide instant feedback
  - Rich in content

**Use Net Gen modes**

- **Graphic novel**—provides structure, contexts, opportunity for active involvement, is a popular and familiar mode; encourages immersion
- **Simulations**—opportunity for active learning and feedback
- **Role play**—user identifies with the character as they learn
- **Online guide**—Libot provides expert assistance, context and understanding

**Provide contexts**
- Research for a Uni assignment
- Whole library experience
- Information literacy, not just how to search
- Celebrate student culture—technological use, visual palette, colloquial language

**Make it student-centred**
- Acknowledge student study and learning preferences
- Peer to peer learning and group work
- Relevant real-life task
- Use of colloquialisms and plain English
- Minimize library jargon

“Digital resources enable experiential learning… Simulations and visualizations allow students to explore and draw their own conclusions—another form of first-person learning.” —Oblinger and Oblinger 2005

“Superb! Love it… Can remember a lot more this way rather than sitting for an hour listening to subject librarians go thru all this… no offence… to Subject librarians… they r cool! Just not their long tutorials… he he he.”

“I found this very helpful and it was easy reading in the comic strip form. Maybe this format could be used in other tutorials?”

“Very cool way of learning! Interactive, fun and able to stick in your head! I was very impressed!”

“Brilliant, I love it. I’m in my last year of a BAILLB could have used something as fun, informative and easy to use as this back in first year! The concept is novel, the graphics are slick and I particularly like the use of colloquialisms/texting: it’s relevant and it’s cool.”


Tutorial created by the University of Auckland Library and the Centre for Flexible and Distance Learning.

Tutorial located at: http://www.library.auckland.ac.nz/voyagertutorial