

## **“I had no idea that the Library has so much to offer!” The Cephalonia method of library induction: shaped by students, for students, and starring students!**

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Looking for a high impact way to promote library services to non-users? At Otago, we have noticed a steady decline in the number of students choosing to come into the Library for a generic tour or class, and those who do turn up zone out, disengage and avoid eye contact rather than ask questions. Our recent attempts to make library orientation more appealing have included a Treasure Hunt, a Podcast Tour and an ‘Amazing Race’ through the Library; however these methods have still required the students to come to us. The refocus of our roles as Liaison Librarians has freed us up to take ‘the one shot library session’ out of the Library and reach more students than ever before.

In this session, we will demonstrate our latest and greatest induction method, which has spread all the way from a small Greek island (through the U.K., Europe, America and Australia) to the world’s Southern-most University. Our students describe ‘The Cephalonia method’, as ‘brilliant’, ‘effective’, ‘enjoyable’, ‘excellent’, ‘fantastic’, ‘fun’, ‘high energy’, ‘interactive and not instructional’, ‘memorable’, ‘presented well’, ‘really great’, ‘very helpful for new students’, ‘very informative’, and ‘very useful’.

So what exactly is it? Come along and ask us! Help us to demonstrate how easy it is to replace the boring old direct instruction ‘chalk and talk’ with active and collaborative learning. We have taken the Cephalonia method a step further by collaborating with the ‘Google generation’ in the planning, delivery and the ongoing improvement of this student-centred approach. Instead of telling students what we think they need to know, they ask (and help us to answer) a series of questions that they may usually only ask each other. You will discover a way to encourage audience participation, maximise student engagement, and unleash the students’ voice. If “what the *student* does is more important in determining what is learned than what the *teacher* does” then this presentation method can re-orientate students to have a greater involvement in their own lifelong learning. If you are looking for a timely, resourceful and exciting way to re-engage with communities, that caters for different learning styles, and which can be adapted to suit learning outcomes for any group size and skill level, then don’t miss this interactive session.