Development of training courses in information literacy with regard to the librarian 2.0 – Learning and understanding theories, methods and marketing strategies

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ABSTRACT
This paper presents strategies and methods used at Stuttgart Media University in training courses for information literacy skills; its main focus is on marketing concepts. Prepared and carried out by students from the master study course of Library and Information Science, these training sessions had multiple target groups. Considering the diversity of several classes, the students had to create various didactical concepts as well as adequate marketing strategies. With the demand to be a "Teaching Library", the marketing strategy proved to be a basic element of the training's structure. The master students share their experiences and views on possible obstacles and give recommendations for the creation of a marketing strategy in information literacy training.

KEYWORDS: information literacy training ; interdisciplinarity of Information Science ; marketing concept

1. Starting position

The Hochschule der Medien (HdM), Stuttgart Media University, is a smaller university in Stuttgart. It offers courses of studies in all fields of the media business, for example "Information Design", "Media Publishing" or "Media and Computer Science". Since the establishment of the Bachelor and Master Degree for all courses of studies in the year 2004, there are fourteen courses of studies with a Bachelor Degree and seven ones with a Master Degree. In October 2008, 2,300 students were enrolled at the Stuttgart Media University.
Its three faculties,

- "Print & Media",
- "Electronic Media" and
- "Information & Communication" are housed in two locations.

The Stuttgart Media University offers a wide range of media-related courses of studies including "Printing", "Audiovisual Media" and "Information Science" as well as "Media Science", or "Media Productions". Over a period of more as 65 years librarians have been educated in the Stuttgart Media University. Because of a shortage concerning the staff no specialised training concepts for each course of studies are offered by the library of the Stuttgart Media University. Such trainings are exclusively offered and integrated in the curriculum of the course of studies "Library and Information Management". As a result of this situation, the quality of the student papers and bachelor thesis do not correspond the quality standards set up by the professors anymore. Responding this need, trainings in Information Literacy are offered by students of the first Master-course of studies "Library and Information Management" during one of the required courses since 2007. Thus an opportunity for fostering the integration of trainings in Information Literacy in cooperation with non-librarian courses of studies was created. In addition the library of the Stuttgart Media University has been advertised during the training.In order to perform training with didactically regenerated content, which satisfy the specific needs of the target group and innovative concepts are not sufficient any longer. It is vital to develop marketing strategies and to implement them by using marketing tools. The long-term aims of the marketing strategy consist in creating a better image of libraries rather than simply advertising training courses. This can only be achieved by successful training courses, which leave a positive impression and therefore steady the prestige of

libraries within universities. Based on the experiences of the training teams whilst developing and implementing information literacy training courses at the Stuttgart Media University, this paper presents recommendations regarding the visage of marketing tools in the academical field.

In chapter two the basic conditions regarding the conception and the associated marketing strategies for obligatory training for students will be described. Subsequently the utilized marketing strategies will be presented. Chapter 3 will deal with the same contents for voluntary trainings for students. Chapter 4 will depict the "Dos" and "Don'ts" of marketing for library training courses in universities as well as recommendations. The last chapter keeps records of the impact the training courses and their consequences for the Stuttgart Media University.

2. Curricular positioned basic trainings/required courses

2.1 Definition

Required courses in the following are training which take place during the lecture period. The students are bound to take part in these instruction courses. If the event is integrated in the curriculum, the students will also receive ECTS points for this. Curricular trainings shall conduce to the procurement of research knowledge basics and scientific papers and constitute assistance for the creation of assignments. The motivation of the participants depends more on external influences and specifications than on their desire to study the basics of information literacy. In the following two marketing strategies for different training concepts which were offered compulsive are presented.

2.2 VTB – From the raw material to the packaging

2.2.1 Background information

The target group of the training "From the raw material to the packaging" was third semester students of the bachelor course packaging technology from the Stuttgart Media University (Vaihingen location). In the context of the compulsory workshop "Raw material training" the students should compile presentations and term papers for raw materials in order to pass the examination requirements.

On the second location of the library no library introductions and research trainings are offered. For this reason the OPAC of the library and the combined catalogue of the libraries of Stuttgart were hardly used for the research of product information. The subject-specific databases which are available for free through the database information system DBIS of the library, are not known by the students. Therefore the students mainly use the internet to research product information.

2.2.2 Training concept and aims

Due to this information the following training contents were selected for the students. On the one hand the students should get to know the handling of library catalogues as well as the for this purpose useful research strategies. Besides the university's own catalogue the search functions of the OPAC of the adjacent university library was also demonstrated. Additional important training focus was laid on the electronic journal library as well as the database information system DBIS. Here two subject-specific databases were selected and presented. Concluding the virtual subject library technique was shown.

The goal of the training on the one hand was that the students are able to apply research strategies in online catalogues and databases and can so perform successful researches to a certain subject. On the other hand the participants should also know where they can look for journal articles and how they can get access to the digital version if necessary. Furthermore the students should get to know librarians as capable experts and partners of knowledge transfer. In addition to confidence in the handling of information sources the search for information should be realized and experienced as a positive process.

The realization of the training was limited to 90 minutes. The training took place in one of the PC pools of the Stuttgart Media University and so every participant had a computer with internet access. This was an important requirement so that the students could solve the integrated training exercises. With the help of the training the students should become acquainted with some subject-specific examples of information sources.

2.2.3 Marketing strategy

Aims of the marketing concept
To position the training in the best possible way a marketing concept was developed. The goal of the marketing concept at first was to attract the attention of the students. A short schedule requires furthermore a prompt and effective marketing concept.

Marketing tools
To achieve the most possible effect a combination of the following marketing strategy was realized:

- Individual conversations/establishing contacts
- Briefing (email for queries)
- Email to the students
- Documents for the students
- Giveaways

Individual conversations/establishing contacts
Origin of this concept was an already established university internal contact between two professors of the

two operating study courses. To prepare the training in the best possible way and therefore determine the precise training content the training team had a first conversation with the mentoring professor of the study course after a short email contact. In this dialogue besides the date, time and room the wishes and ideas of the professor and the training team were explained and discussed. So the needs of the participants could be finally identified and the content of the training customized. During the lead time of the training the contact with the mentoring professor was kept up and maintained and therefore she was included in every important decision and informed about the progress of the concept development.

Email to the students
Shortly before the training date the participants received an email over the semester mailing list of the university with detailed information. Besides specifications like date, time and room there some training topics were also mentioned and the students were warmly welcomed. The training team used this email to introduce themselves personally and arouse the curiosity and interest of the students for this event. The email should also create a positive atmosphere between the training team and the students. With the selection of an appropriate communication instrument the method of the email was chosen because on the one hand it has the advantage that it reaches every participant of the training because the group here was already determined. On the other hand the creation effort also was not very high. This was another important criterion because the period of time between the first contact with the professor and the training date in which the training had to be prepared was comparatively short. There was therefore considerable time pressure for all involved persons.

Time schedule of the marketing concept
Because of the small time frame of six weeks for the development of the training and marketing concept the focus laid on the realization of these. Communication instruments for example posters could not be considered at this marketing concept. In this connection costs and benefits just were not in a reasonable ratio. As the training had to be performed during a required course of a semester the participants did not need to be recruited directly. Rather this part of the marketing concept had the goal to remind the students of this event again, create attention and curiosity as well as the introduction of the training team. Therefore contemporary communication methods such as email, conversation and re-briefing by email or through conversation had to be applied.

Documents for the students
Another component of the marketing concept was the, at the end of the training distributed handout with detailed information on the most important in the training presented research instruments. The students additionally received further documents for example a bibliography and the PowerPoint presentation in digital and printed form. The handout, the bibliography, the PowerPoint presentation as well as the evaluation sheet displayed a picture of an opened box in the upper right corner. This logo was chosen as recognition feature which pulls through the whole training. Because the training participants are students of the course packaging technology and therefore the main focus was on research instruments for product information this logo which is consistent to the topic was chosen and positioned in all the training materials at the same location.
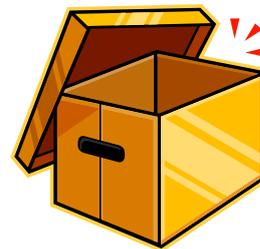
Figure 1: Logo

The logo indicates an opened cardboard box. With the box a recognition value was achieved.

Giveaways
Closing the participants received in addition to the evaluation sheet to rate the training a small bag of gummy bears as a gift and as an advertising instrument. The goal of this was that the students think back on this training positively.

Re-briefing
Aside the mentoring professor asked her seminar participants after a certain period of time again for their feedback of the training and forwarded this in a conversation to the training team. So the team could present themselves as capable of taking criticism. Moreover this dialogue formed a nice completion to the cooperation.

Analysis of the marketing concept
Overall can be recorded that the goals of the marketing concept were achieved because the participants appeared to a large extend to the training. The students as well as the mentoring professor rated the training positive.

2.3 AM (Audiovisual Media) „Finding Material" „Searching? Systematically!"

Figure 2: Logo

2.3.1 Background information
The second group consisted of students from the second semester enrolled in the bachelor study course „Audiovisual Media". They do not only belong to another university faculty but also take their classes at a separate building off our own faculty. Due to this fact, only few contacts and communication have been established so far. Prof. Stephen Lowry, professor for communication, was interested in a possible cooperation with the Library Science students concerning an upgrading of his students' information literacy. He agreed on providing some time of his weekly lecture for the occasion of this training program. Here, the possibility emerged to each a high percentage of the 50 students from this semester, as the lecture was a required course. The students' level of knowledge was analyzed during a first discussion: So far, it was assumed that there was not a common knowledge base, as no curricular training concerning information literacy and professional research had been carried out. So Students' searching and information behaviour was assumed to be rather concentrated to the search engine Google and the online encyclopaedia Wikipedia.

2.3.2 Training concept and aims
By the means of this information, the demand for students' training was declared as follows: Firstly, different research techniques (e.g. Boolean terms, search for phrases) should be imparted as well as the process of constructing an expedient search system or strategy. Secondly, students should be presented with the relevant research resources for their studies and the procedure how to access the appropriate articles. As the time was restricted to 45 minutes, a thematic focus was carried out. Therefore, the training would be constricted to the very fundamental structures of professional literature research and not deal with topic-oriented research resources. The aim of the training was that students would learn not only about relevant research techniques and resources but after completing the training would be able to conduct systematic and structured research themselves. Further they would be able to create topic related bibliographies and provide the selected literature. Moreover, it was necessary to remove the students' retentions towards library catalogues and loaning printed materials at the various research libraries available to them. Additionally, they should experience and accept librarians as a competent partner during training and future knowledge transfer.

Due to the local factors and general conditions (small lecture room and limited time), the presentation style would be an "activating" lecture, containing discussion elements and a short oral test at the beginning (ice-breaking-method). This strategy enabled the reduction of possible prejudices and overcome the students' inhibitions towards the training team. The concept of the training was intended as a first survey over the aspects of professional research techniques and targeted to arouse students' interest in acquiring further research skills independently. The training team also offered the possibility to cover these and additional topics more detailed during an optional tutorial.

2.3.3 Marketing strategy
To ensure the high professional creativity and presentation of the training, a balanced marketing strategy needed to be developed. This concept comprised two parts integrating both the students and the participating professors.

Marketing tools

Personal marketing
Prior to the actual cooperation, the training team had discussions with three interested professors to detect the best possible modality for the future information literacy training of students. After consent was found and agreed on, a first conceptual draft was produced. Consistently, the responsible professor was informed about the proceedings during the development of the concept. This kind of communication is identified as personal marketing and conduces to get into contact and network with professors or course managers.

Communication via E-mail/News board
Shortly before the estimated training date, the students received an invitation e-mail from the team. In this way, a personal introduction was possible and the purpose of the training could be explained. Additionally, the same massage text from this email was posted on the study courses online news board by the professor.

Evaluation
The marketing strategy included the design of an evaluation sheet to able to review the presentation afterwards. It should help to identify the strengths of the training and suggest possible aspects for improvement. The results from the evaluation and the team's feedback were communicated to the responsible professor, who

himself discussed it with his students and mailed those comments back to the team.

Folder

The second part of the marketing strategy consisted of a folder that was given to each student with more detailed information and material. It contained a handout, in which the team's presentation was summarized briefly. It placed emphasis on the essential points of a professional and successful literature search. The header "The system/plan for successful research" („Der Plan für eine erfolgreiche Recherche") was chosen to implement a helpful style. Establishing a certain proximity to the students' language and their daily life was considered more appealing than a distant, academically or scholarly note. Furthermore, the evaluation sheet was inserted into this folder. With "Your opinion matters!" ("Deine Meinung ist uns wichtig"), the students should feel that their views were considered as very important and therefore taken very seriously.

As a special feature, the folder contained a CD that held not only the presentation given during the training but also a separated link list. Deliberately, the presentation was inserted in PowerPoint format, because students would not be able to reconstruct the procedure if it was only available as pdf format due to the animated graphics. As time was limited, no special topics and associated databases were included into the training program. But as a bonus, the CD held a link list, which contained a vast spectrum of URLs. Among those were search engines, websites with journalistically information or continuative library resources and catalogues. Representative for the databases visualized during the training, a leaflet was integrated into this folder, explaining the universities database system. It also illustrated the basic functions and included further information and help guide. To encourage students to participate in the optional tutorial, the team designed a flyer that was both a marketing tool and registration sheet.

Summary and final conclusion

Overall, the students and the mentoring professor rated the training throughout positive. Additionally to the possibility to learn more about professional literature research strategies, the folder found special approval.

3. Extra-curricular training

3.1 Definition

Extra-curricular training does not usually take place during lecture times. It is an optional offer to the students who do not receive ECTS points for the attendance of training. The students attend the training in their leisure time because they are interested in the subject matter or hope for help and support with a certain problem. This means they are highly motivated once they have made the decision to attend the training. Since it is a special challenge to gain participants for an optional training, the following chapter presents a marketing strategy for an extra-curricular training at the Media University Stuttgart.

3.2 Knowledge is sexy

Figure 3: Giacomo Casanova: Librarian

3.2.1 Background information

Our training concept for information literacy is called "Knowledge is sexy". It was developed as an extra-curricular training for all disciplines at our university. There was no compulsory attendance for the students; we estimated their motivation to attend optional library training in their leisure time to be rather low. There were no requirements defined from the professor regarding the training's subject, target group, date or length, which means we were entirely free in planning a training we considered useful for the students. This means it was a special challenge for us to motivate the students into joining the training and convince them of the necessity and benefits of its contents. We decided to offer our training to all students of the ten bachelor courses at the university and to gain as many participants as possible. The master courses were excluded from the marketing strategy as we assumed they had already gained sufficient experience in the use of libraries and research of information in their undergraduate studies.

Because of the broad target group there were several factors that were hard to determine in the planning of the training. We neither knew how many participants the training would have nor who they would be. Which study courses would they have? Which semester would they be in? Which subjects would they be interested in? And what prior knowledge of libraries and researching information would they have? We expected a wide range of prior knowledge and experiences: on the one hand students already using libraries who hope for more information on conducting research, on the other hand people who had not been using libraries for their studies before and did not know much about them. Since the participants would probably be from various study courses, we assumed they would have different interests and information needs. Also, we assumed a high level of motivation as the attendance of the training was voluntary and the participants obviously expected to benefit from it.

But there was one thing we knew all the participants had in common: none of them had taken part in a library training or research training at Media University before because there had not been such an offer in years.

3.2.2 Training Concept and Aims

The training served as an introduction into the services of various libraries in the Stuttgart region. Furthermore, students were supposed to learn about searching and procuring articles from scientific journals. They were therefore also introduced into an interdisciplinary bibliography of periodical literature. We only had 90 minutes for the training and wanted to introduce the students to as many useful and easily accessible library sources as possible. We also wanted them to be able to use these immediately after the training. The students were supposed to learn about better and more scientific sources than the internet, and that libraries provide access to these sources. We chose the "impulse method", alternating short PowerPoint presentations and exercise sessions in which the students had to solve search exercises at the computer. The PowerPoint presentation provided compact information in a short time. The exercises however helped to implement the knowledge acquired and to gain new experiences. The solutions of the exercises were discussed with the whole group and given out at the end of the training together with a detailed handout. Because of the time limitation we had to abandon an important subject: evaluation of information and information sources and since we had students with all kinds of study specialisations and interests, we could not go into subject-specific sources but had to concentrate on interdisciplinary sources.

3.2.3 Marketing strategy

Ambition of the marketing strategy
The main ambition of the marketing strategy for our training was to attract the attention of potential participants. Generally students are confronted with numerous advertising efforts within their every day life. Therefore an appealing and attractive concept was required to catch the students' eyes and to gain their attention. Besides that information like time and place of the training should be communicated by the advertising material. Of particular importance was the ambition to create a modern and trendy image for the campaign. This was done to reduce prejudices against librarians and their services.

Idea of the marketing strategy
Giacomo Casanova, a playboy and librarian of the eighteenth century was used as advertising character. He stands for an opulent lifestyle and an excessive sexual life. He communicates a "wicked" image which attracts the young target group of our training. The picture of Casanova is accompanied by the slogan "Knowledge is sexy". The resource "knowledge" is being connected to the attribute "sexy". This is to emphasize the modern and trendy image of the campaign.

Layout of the advertising material
The corporate design of the advertising material was in black and white. The recurring item was an imitated picture of Casanova biting into a woman's neck. The picture was combined with the fictive quote of Casanova "Knowledge is sexy". The picture and slogan were printed on every piece of the advertising material.

Advertising materials
To achieve a high impact it was required to combine different advertising materials:
- Posters
- Flyers
- E-Mails
- News-Announcement on website

All marketing material kept our corporate design to create a high recognition value. The following chapter explains each of the marketing items and its use.

Posters
Twenty Posters were hung up throughout the university at places well visible. We used places where students spend enough time to notice the poster including notice-boards and billboards near restrooms and the cafeteria. The posters were printed in A2 format.

Flyers
300 flyers were produced to promote the training. They were arranged in racks at central spots like the library. Parts of the flyers were distributed to the students personally. The flyers were printed in A3 format

E-Mails
We sent several E-Mails to all study courses being invited to the training using the university mail system. We created an E-Mail-account named knowledgeissexy@hdm-stuttgart.de to send the advertising E-Mails for better recognition.
The first e-mail was sent three weeks prior to the training date and included all information regarding the training. The second e-mail was sent two weeks prior to the training. Its recipients' were the course managers of the invited courses. We asked them to refer to our training during their courses. One week ahead of the training all students got a reminder e-mail with all the important information.

News-Announcement on homepage
Two weeks ahead of the training a news-announcement appeared on the university's website. It included all information on the training and a little picture of Casanova combined with our slogan. The announcement could be read by all visitors of www.hdm-stuttgart.de

Schedule of the marketing strategy
In order to spotlight our training we accomplished the advertising efforts during a four-week period. We started four weeks before the event by hanging up the posters and distributing flyers. Three weeks up to the date we sent the first E-Mail to the students. One week later the E-Mail to the deans of the invited courses was sent and the news-announcement on the website appeared. One week to the training we sent an E-Mail to remind the students of the training.
Overview
Four weeks before training: posters, flyers
Three weeks before training: first e-mail to the students
Two weeks before training: e-mail to the deans, news announcement on website
One week before training: reminder e-mail to the students

Conclusion
To be able to estimate the number of people attending the training an obligatory registration by e-mail was necessary. We could thus retrace which advertising instrument was the most successful one. Additionally, we asked students in our evaluation paper how they got to know about the training. The result was that most of them got attracted by the posters and E-Mails. Mouth-to-mouth information was also important.

4. Checklist

4.1 Dos

How to communicate with a contact
Fixing a contact and coming into contact with the person must take place in the very early days of the cooperation. A briefing constitutes its start. As required a supplementary rebriefing takes place. During the proceedings all important information concerning the method as well as the development of the course concept one passed on the contact. In this way the communication process is considered as open and of a high level of transparency.

How to communicate with the target group
It is vital for the success of the marketing concept to bring the communication with the target group into line with the target group's linguistic usage. This means to use a young and dynamic style of language and to approach the students rather than as a teacher. Personal approach for example by the training teams presenting themselves during the students' lessons has a great impact on the communication.

What to keep in mind when developing the time schedule/Time schedule-what should be considered
Previous to the training sufficient time is available for the

conception of a marketing concept as well as for the placement of the marketing tools and their effects on the students. The realization of the marketing tools takes place promptly with the date of the training.

Concerning the marking concept
The marketing concept is characterized as innovative and creative. The mix of the appropriate marketing tools to the target group and the communication of various channels create an atmosphere of interest and suspense among the students. This can be accomplished by combining email with poster or personal approach with flyers.

About marketing tools
The consecutive marketing tools support each other and one used continuously. Giveaways such as small packages of jelly babies or a file containing documents of the training create a positive atmosphere among the students. In doing this reflects on the students memories will also be reinforced.

4.2 Don'ts

Marketing concept
In consequence of a too powerful marketing the students feel bothered. They react unnerved and with a loss of motivation. Single marketing campaigns are forgotten very quickly and therefore have no effect at all.

Marketing tools
The number of the used marketing tools shouldn't be too high. Marketing tools, which give inconsistent Information create an unprofessional and trigger confusion and a decrease of motivation. Placing a poster near many other ones is not recommended, because it will not be ignored among all the other posters.

Recommendations
A university internal training and be run successfully without using marketing. The structure of the marketing concept has to match the purpose as well as students. In order to do this the students has be understood as an own target group, that needs analysis of its level of knowledge expectations e.g. previous to the training. For this information concerns the target group ad themes can be acquired from professors as contact person.

Experience has thought the training teams that compulsory subjects can be fun and diversion in the students every day university life.

5. Conclusion of the paper

Information literacy training courses offered by the library or by students of Library and Information

Management contribute to the prestige of university libraries if they leave a positive impression among the participants. The three concepts of training and marketing presented in this paper demonstrate the necessity of adjusting each concept towards the possible participants. As a result of a very positive feedback and word-to-mouth advertising of the students and professors, the rector of the Stuttgart Media University is now planning to integrate and finance training courses in information literacy into the curriculum of the Stuttgart Media University.