



**NOW WHAT?
Lifelong Learning Practices
of Recent College Grads**

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 #projectinfolit

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Project Information Literacy

- Who We Are
- What is Lifelong Learning?
- Lifelong Learning Study
- Research Findings
- Now What?


WHO WE ARE

Project Information Literacy



WHAT IS LIFELONG LEARNING?





Lifelong Learning


Lifelong learning is a continuous, intentional, and self-directed process that people engage in throughout their lives to acquire knowledge and skills to remain employable and competitive in the workplace, to be productive citizens, and to enjoy personal growth.

—Commission for a Nation of Lifelong Learning

★ Feedback Requested ★

To have your voice heard,
Text infolit751 to 22333

Or navigate on any browser to:
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★ Thank you for participating! ★

What type of library do you work in?

Respond at PollEv.com/infolit751
Text **INFOLIT751** to **22333** once to join, then **A, B, C, D, or E**

Academic **A**
Public **B**
School **C**
Special **D**
Other **E**

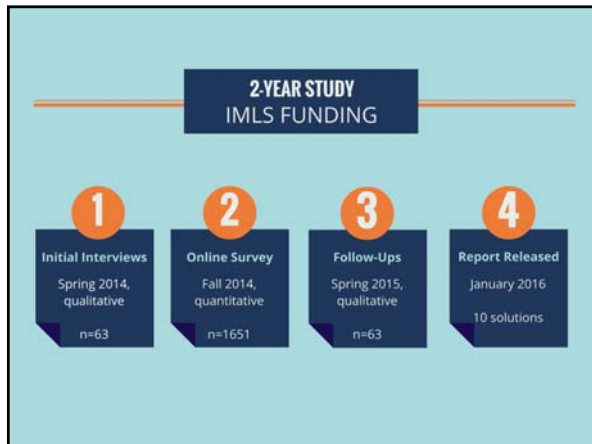
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QUESTIONS?



**LIFELONG LEARNING
STUDY DESIGN**










Smart Cities

- Fastest growing areas with recent grads
- Areas thrive with career opportunities
- Sample of grads from 10 US colleges and universities

Austin, TX
University of Texas, Austin
Columbus, OH
The Ohio State University
Charlotte, NC
University of North Carolina
Las Vegas, NV
University of Nevada
Nashville, TN
Belmont University
Orlando, FL
University of Central Florida
Phoenix, AZ
Phoenix College
Riverside, CA
University of Redlands
San Antonio, TX
Trinity University
Seattle, WA
University of Washington

WHAT DID WE LEARN?

3 Research Takeaways

Today's grads are surprised by all they need to learn after college.



Grads use Google searches –but they turn to people almost as much.




In most cases, but not all, critical thinking skills are transferable from college.



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In which environment do you find you need the most information?

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Community **A**
Personal **B**
Workplace **C**

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For the environment you just identified, what need do you most frequently have?

Respond at PollEv.com/infolit751
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- Career Development
- Hobbies
- How-to Information
- Interpersonal Communication
- Purchases
- Volunteering
- Other

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Personal Life		Workplace	
How-to Info	75%	Career Dev.	69%
Hobbies	70%	Computers	57%
Money Mngt.	69%	Interpersonal	56%
Purchases	63%	Mobile Devices	32%
Interpersonal	44%	Social Contacts	25%

Community	
Civic Action	25%
Volunteering	24%
Interpersonal	16%
Social Contacts	14%
Working w/Kids	13%


No. 1
Interpersonal Communication
 Information Need

2015 Lifelong Learning Survey, n=1651 (check all that apply, 28 categories)

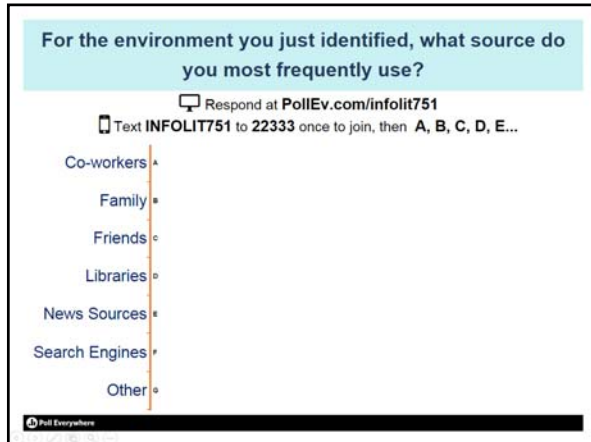
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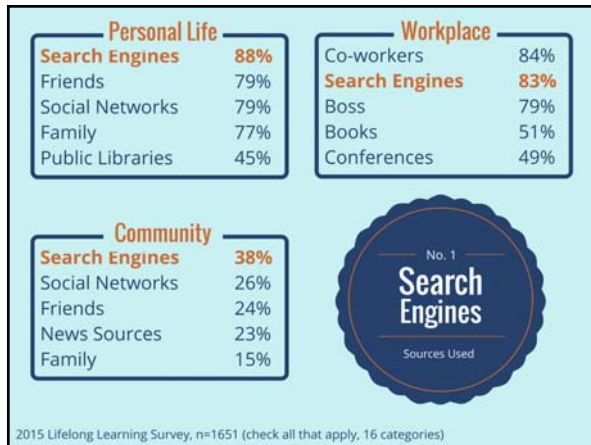
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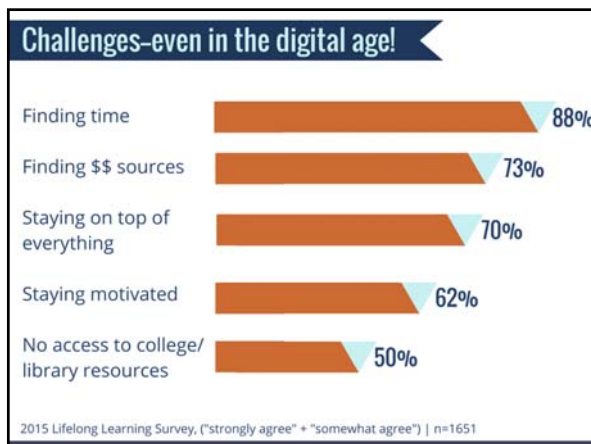
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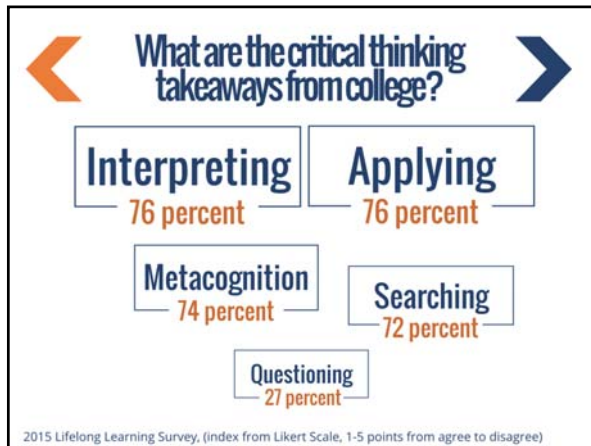


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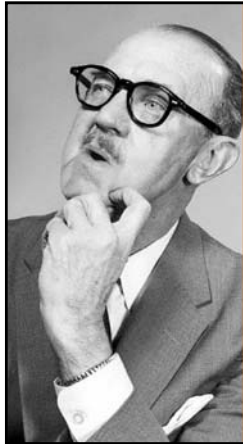
Questioning is an essential critical thinking skill for lifelong learning.

asking + staying motivated to keep learning

Searching formulating strategy + using mixed sources + re-researching	Interpreting sorting + extracting + "close" reading + evaluating credibility	Applying drawing conclusions + communicating + presenting results	Metacognition ability to learn anything + teach someone else
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Good News:

College and universities are turning out graduates who are specialized, employable, and highly proficient information seekers.



Not-So-Good News:
Formulating and asking their own questions was the one skill a majority of grads had not developed in college, but found they inevitably needed in their post-college lives.



QUESTIONS?

NOW WHAT?

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Where do we go from here?

PIL made **10** practical recommendations for academic, public, and school libraries after analyzing the results and consulting the Lifelong Learning Advisory Board*.

*see appendix A in PIL's full report for information about the LLL Advisory Board.



ACADEMIC LIBRARIES

Recommendation: Integrate the social side of research into college curricula.



PUBLIC LIBRARIES

Recommendation: Design libraries as "gathering places" for informal and formal learning.

Recommendation: Embed lifelong learning sources across settings, both physically and virtually.




SCHOOL LIBRARIES

Recommendation: Begin teaching information competencies early, and continue throughout students' formal education.

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 **Peak your interest? Learn more!**

- Our website: <http://projectinfofolit.org/>
- Results Infographic: <http://bit.ly/1oxmzfX>
- LLL Lit Review: <http://bit.ly/1mG4JWx>
- Phase 1 Results: <http://bit.ly/1QGYv0Z>
- Phase 2 Results: <http://bit.ly/1QkbO6V>
- Full Report: <http://bit.ly/1PiX2gy>
- Results Video: <http://bit.ly/20Y3vsK>
- Inside Higher Ed: <http://bit.ly/1PDy0f4>

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<<http://stanford.io/1on8ngp>>



New Yorker Cover, Constantin Alajalov, 1935
<<http://bit.ly/1R79gwd>>



Surprise!, @theswellsideofthepillow.tumblr.com, ND
<<http://bit.ly/1UjMAy5>>



Vintage Gossip, Hulton Archive/George Marks, 2015
<<http://bit.ly/1GAb7/>>



White Bread for School, Good Housekeeping, 1959
<<http://bit.ly/1VICxuD>>



Young Girl, Peter Lappin, 2011
<<http://bit.ly/20CMGy3>>