Strum a New Chord:
Embracing the Uncomfortable &
Shifting to Learner-Centered Library Instruction

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Community College

Agenda

1) Background
2) Principles of learner-centered instruction
3) Learner-centered instruction in libraries
4) Solutions (our process)
5) Student learning outcomes
6) Encouraging instructor buy-in
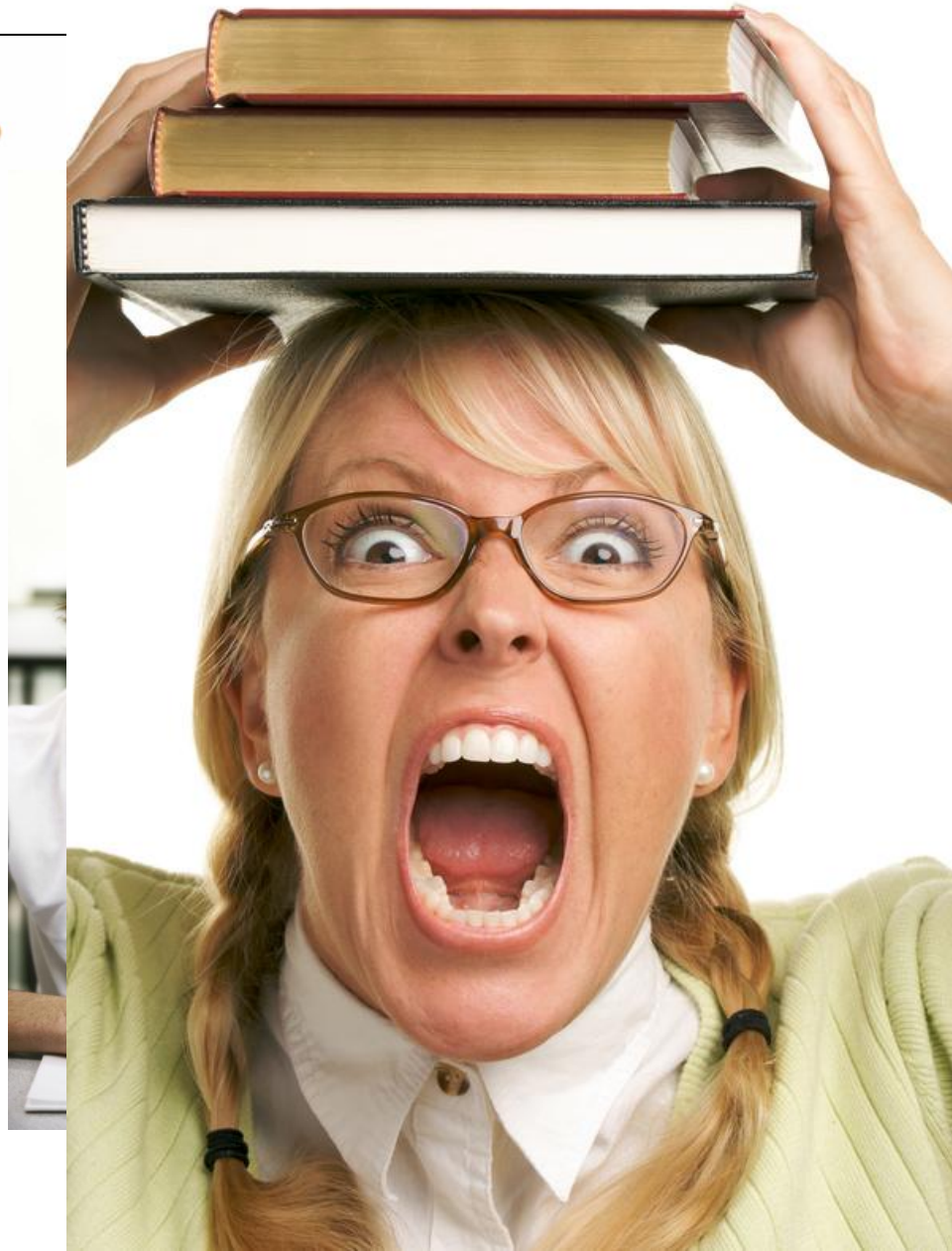7) Learner-centered instructional methods/activities
8) Assessment

Northampton Community College

One-Shot Sessions @ NCC

Other, 45

English I, 64

College Success, 60

Speech, 22

Developmental, 22
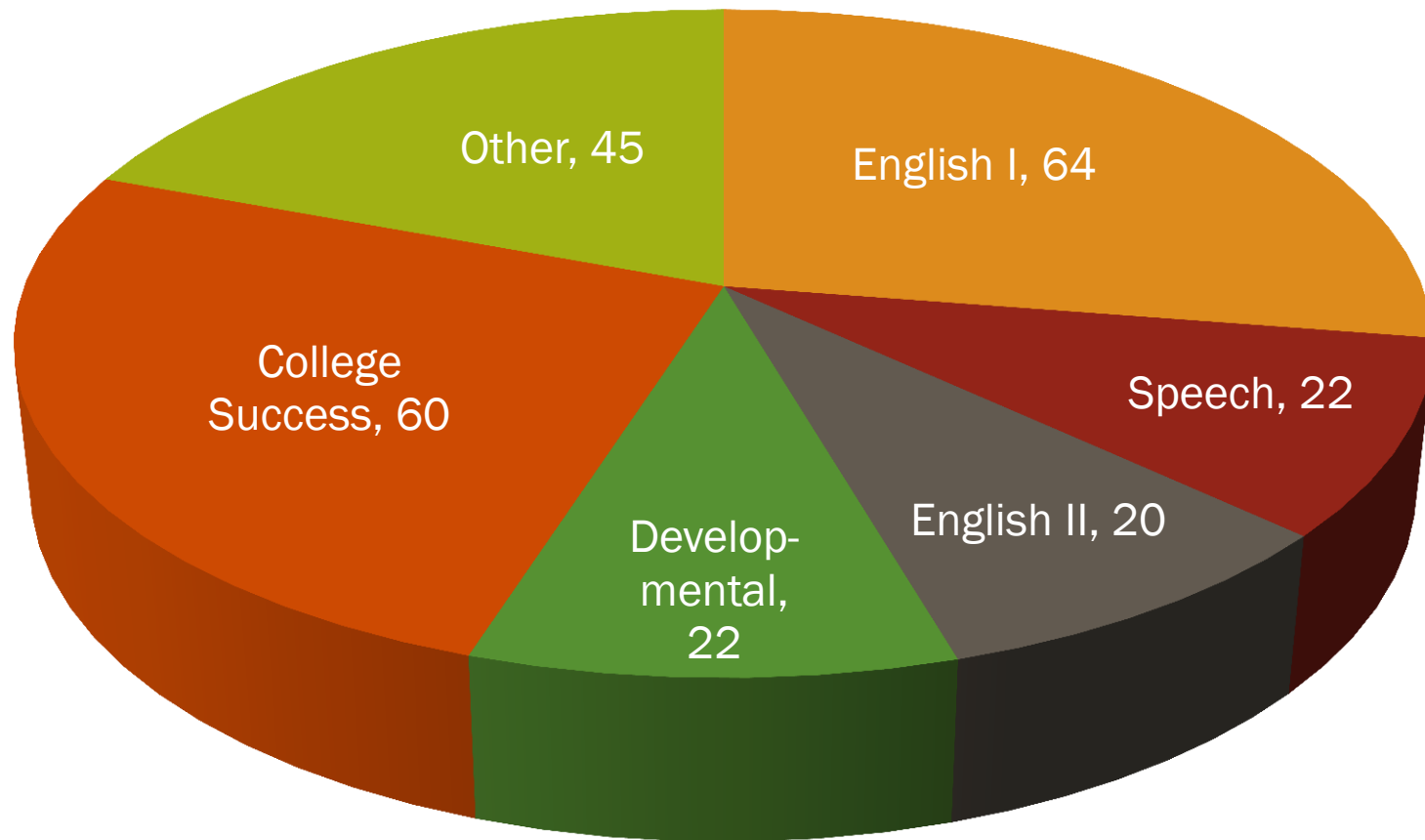
English II, 20

Too much to cover in one session

- Choosing a research topic
- Narrowing a research topic
- Library tools vs. the Internet
- Searching databases & retrieving articles
- Searching for books in catalog
- Finding books in the library
- Collecting citation information
- Evaluating research resources
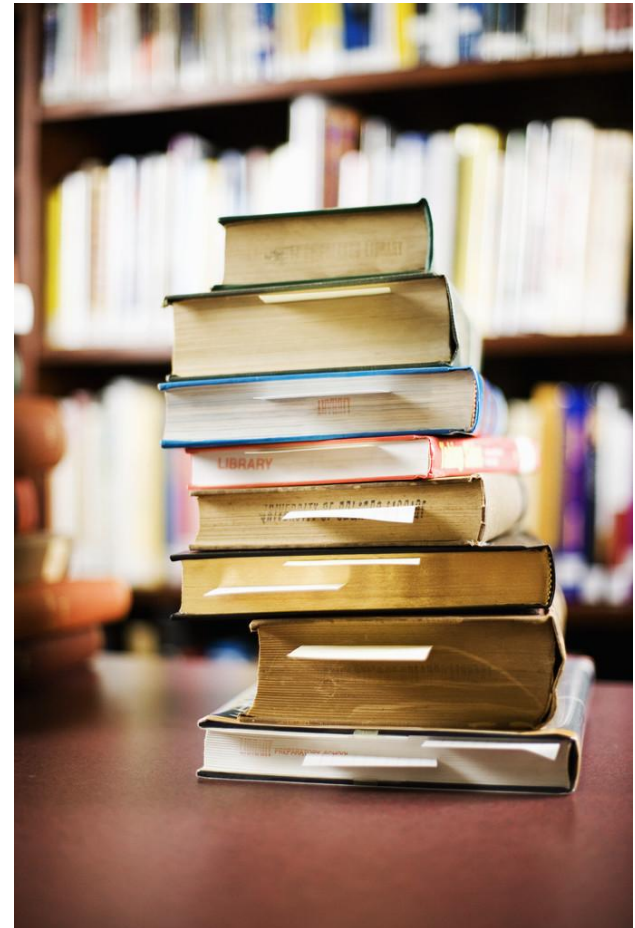
What is something that
bothers or frustrates
you in your own
library instruction sessions?

"I have trouble teaching what is second nature to me (being a librarian).

My question is,
how do I turn off being a librarian?"

"The problem was that I was telling them what I thought they needed to know rather than letting them experience it for themselves."

-Kaplowitz, Joan R. *Transforming Information Literacy Using Learner-Centered Teaching*

Principles of Learner-Centered Instruction

Exploration/Discovery

O Natural curiosity

O Real questions/
inquiry

O Problem-solving

Principles of Learner-Centered Instruction

Really Listening

O Link to student needs

O Ask questions

O Topics / assignment / research methods

O Conversation and activity

Principles of Learner-Centered Instruction

Alignment of Outcomes ⟷ Methods ⟷ Assessments

- *o* Contextual/specific
- *o* "Content" = processes
- *o* Student self-assessment
- *o* Document learning

Bloom's Taxonomy

Beyond remembering

"Giving students control recognizes them as active contributors to the learning process, engages them in a way in which they're accustomed to operating, and is built on mutual respect."

Michael Stephens, *Office Hours*,
March 15, 2013

LIBRARYJOURNAL

Learning to Embrace the Uncomfortable

This year I've been trying to practice being uncomfortable in my teaching sessions. After thinking a lot about my teaching and reading some excerpts from books like **What the Best College Teachers Do** by Kevin Bain and **The Courage to Teach: Exploring the Inner Landscape of a Teacher's Life** by Parker Palmer, I've realized that the way I had been teaching was completely informed by the way I like to learn. I was teaching to a bunch of mini-mes, but not every student learns the way that I do. Once I understood the reason I was shying away from group activities, I was able to move beyond my own prejudices.

I made a resolution this school year to try to do a group activity in each of my library sessions. Some of these have involved looking at articles to determine if they are scholarly or popular. Others have taken the form of scavenger hunts in the library.

And guess what? Just like in yoga, embracing the uncomfortable moments has allowed me to grow. It has made me more confident in my abilities as a librarian and educator and it has permitted me to let go of some of my issues with trying to control every moment of my library sessions.

POSITION ANNOUNCEMENT

UNIVERSITY LIBRARY

MILLERSVILLE UNIVERSITY

Millersville, PA 17551-0302

Position: **Learning Design Librarian**

      Instructor or Assistant Professor

      Full-time, tenure track, academic year

      Beginning August 2012

Description: Millersville University seeks a creative self-starter to design, maintain, and assess the **library's learner-centered instruction program**. The Learning Design Librarian (LDL) provides leadership to the library department by developing strategies for integrating information literacy into the curriculum and by assessing the instruction program's impact on student learning. The LDL also participates in research assistance, library instruction for general education courses, and serves as a subject librarian to assigned academic departments.
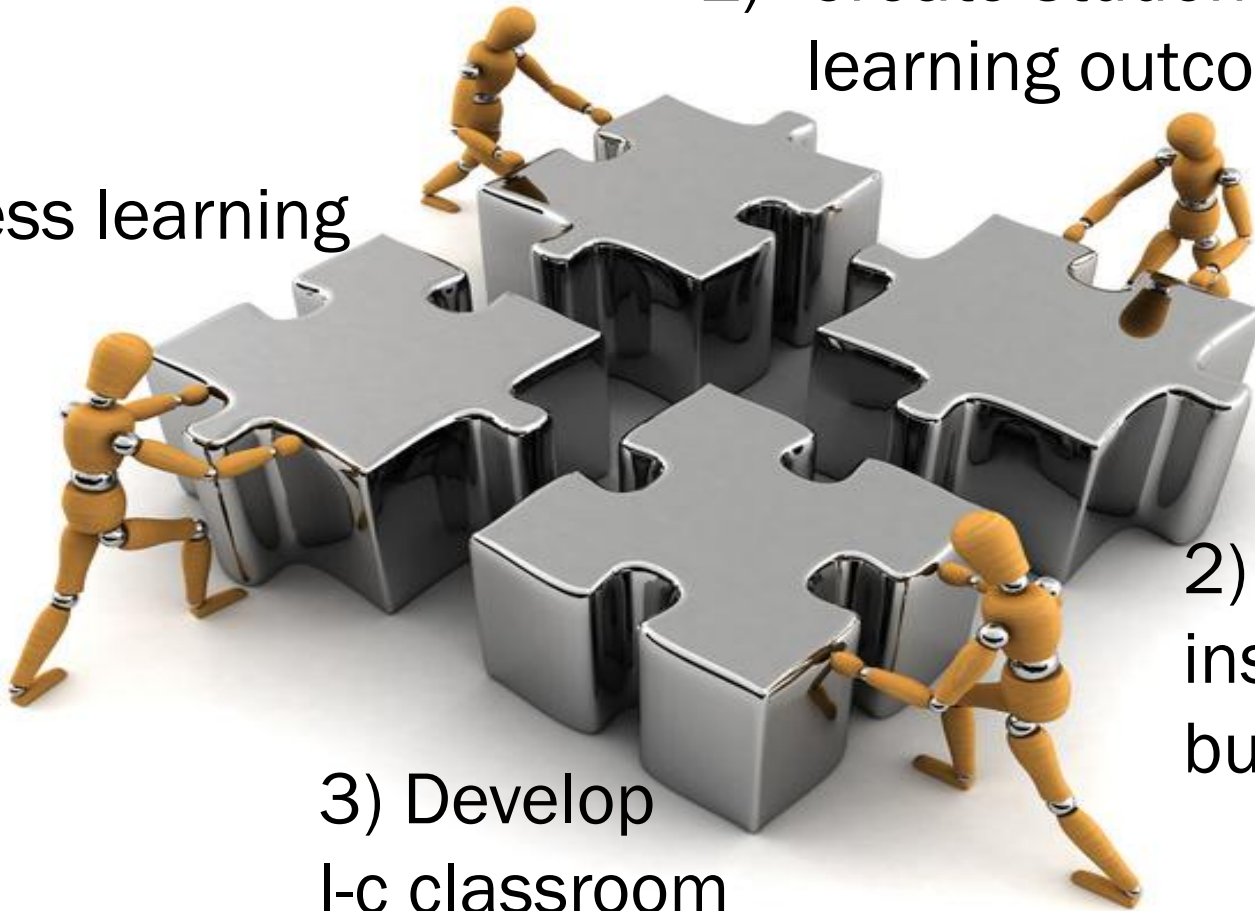
Our Solutions

1) Create student learning outcomes

4) Assess learning

2) Encourage instructor buy-in

3) Develop l-c classroom activities

What is a Student Learning Outcome (SLO)?

o Expresses what the student will be able to know or do

o Focuses on the product rather than the process

o Is measureable (i.e. identifiable or observable)

o Is detailed and specific (whereas goals are broad and general)

o Includes action verbs such as...

Creating SLOs

Use different verbs for different levels of learning:

O <u>Remember</u>: Define, List, Repeat

O <u>Understand</u>: Describe, Discuss, Explain, Paraphrase

O <u>Apply</u>: Demonstrate, Interpret, Solve

O <u>Analyze</u>: Compare, Examine, Test

O <u>Evaluate</u>: Argue, Judge, Support, Evaluate

O <u>Create</u>: Construct, Create, Design, Develop

Write down 1 possible learning outcome for your typical one-shot information literacy class.

Student Learning Outcomes

For more help on creating
student learning outcomes…

O *A Faculty and Staff Guide to Creating Learning Outcomes* by Gahagan, Dingfelder, and Pei (University of South Carolina 2010)

  O ISBN: 9781889271675

  O 803-777-6229

Student will understand how to search for and locate a book in the library.
- Student will recognize the Library Catalog as the search tool for books.
- Student will understand where to place their search term in the Library Catalog.
- Student will be able to identify the type of sources listed (book, DVD, e-book, periodical, etc.).
- Student will be able to identify the pieces of the item's call # (Call # and Location).
- Student will understand how the Library of Congress Classification System is arranged.
- Student will be able to successfully retrieve item from correct location.
- Student will understand process for checking out a book.

Student will be able to create a starting search strategy.
- Student will think of a research topic.
- Student will be able to narrow their research topic.
- Student will correctly identify keywords based on his/her topic.

Student will understand how to search for an article on a library database.
- Student will understand the meaning of "database."
- Student will identify the best database for his/her research topic.
- Student will place keywords correctly in a database search.
- Student will be able to narrow their search using one or more of the following advanced techniques: additional keywords, selecting type of periodical, choosing full-text, and selecting a date.
- Student will be able to interpret the results list and choose an appropriate article.

Student will be able to evaluate his/her research sources.
- Student will be able to identify the key elements of an article (author, article title, periodical title, etc.).
- Student will be able to identify the type of source he/she is viewing (popular magazine, newspaper, scholarly journal, etc.).
- Student will evaluate his/her article based on its relevance to his/her topic.
- Student will evaluate his/her article based on the reliability of its author and facts.

Condensing SLOs

1) Student will create a starting search strategy.

2) Student will find library books and periodical articles using online search tools.

3) Student will critically evaluate his/her research sources.

Encourage Instructor Buy-In

Instructor Outreach

O Learning experience for students

O Research assignment

    O Have one!

    O Librarian can help you create / edit one!

O Okay to postpone

O First contact=Email confirmation
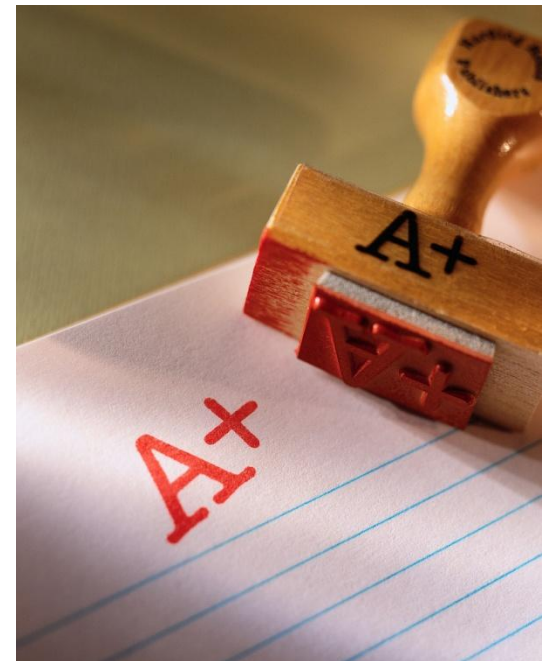
Confirmation Email

I am writing to confirm that I will be working with your (Name of) class on (Day and date) at (Time). In order to prepare the best library session possible, I am asking that you respond to my question about your vision for the session. ==I strongly believe that by working together on a shared goal, we can make your students successful in their library research.== Please share your thoughts on the following:

==Which of these 3 scenarios best describes what you would like your students to learn?== If you are interested in multiple scenarios, please rank them from 1-3, with 1 as the most important scenario.

   a. How to create a starting search strategy with a research topic
   b. How to find information using the library catalog & online databases
   c. How to critically evaluate source for currency, reliability, and relevancy

==I will also stress the value of bringing your students into the library when they have a research assignment, as they are more engaged in the session.== If your students are not yet at the point of starting research, please let me know if you'd like to schedule this session for a later date.

==It is also important to mention the value of your attendance at the library session.== Students will find the library valuable if their professor helps demonstrate our value. Your students will most likely have questions about their research, so it is important that you are on hand to help me guide them in this process.

I look forward to working with you and your class, and am enthusiastic about making this a valuable session!

Marketing Your Sessions

Share any examples of your own successful methods of outreach to instructors or marketing your sessions.

Typical Library Instruction Session

O Introduction

O Overview of library website

O Library catalog

O Library database #1

O Library database #2

O Library database #3

O Additional information

All of this in
50 minutes!!

Creating Learner-Centered Library Instruction

O Exploration:
   O Engages students in learning
   O More time for discoveries
   O More discussion time
   O More problem-solving
   O Student reflection
O Listening:
   O Less lecturing
O Alignment:
   O Outcomes ⟷ Methods ⟷ Assessment

Student Learning Outcome:

1) Student will create a starting search strategy.

Instructional Methods

Our Agenda Today:

o ?

o ?

o ?

Instructional Methods

Group "Scavenger Hunt" activity

GROUP 5

1. At what desk do you ask for help with research? Ask for the name of the person who can help you.

2. In what room can you find the children's book collection? (Bring a picture book back.)

3. Where are the reference books located? (Bring back one encyclopedia.)

4. LIBRARY WEBSITE: Look at the A-Z list of databases. If you were a nursing student, what is the name of one helpful database?

GROUP 5

31

Reference Desk
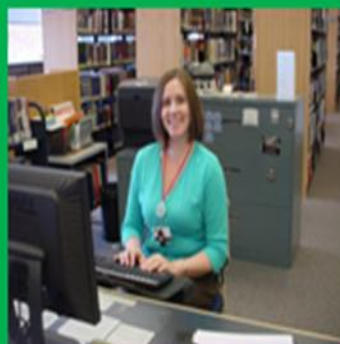
32

Children's Book Collection

33

Reference Section

Nursing/Health Databases

Book Discussion Group

Tuesday, Feb. 28

12-1 PM

CC-440

(Library Conference Room)

Usually the last Tuesday of the month!

Instructional Methods

Minute paper at beginning of class:

Write down the topic you'd like to research, and list what your search strategy will be.

What topic should we explore today?

Cell phones cause automobile accidents.

Violent video games make children m...

Vegetarianism is a better option for...

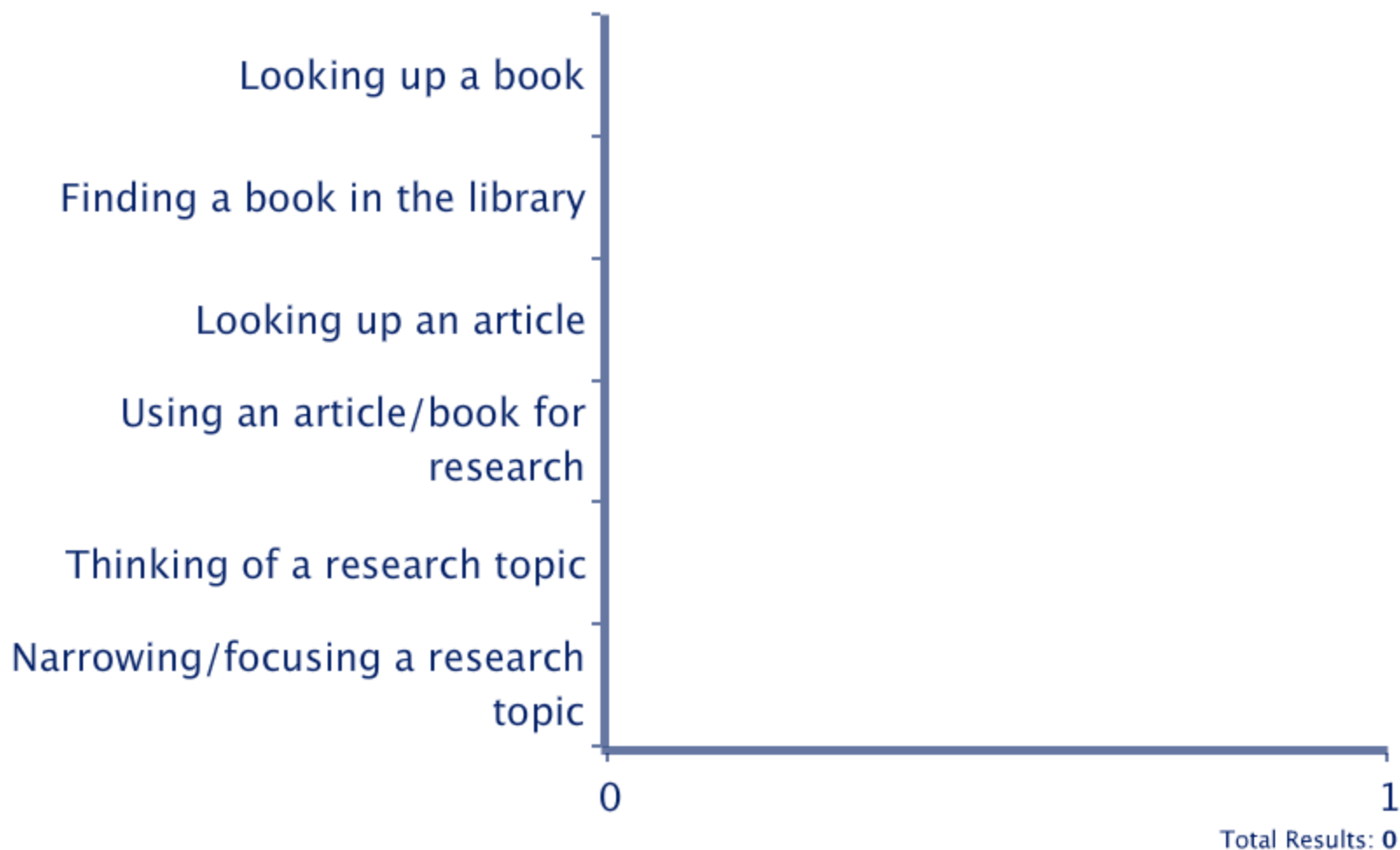Childhood obesity is caused by unheal...

0   1

What library skills would you like to learn more about?

Looking up a book

Finding a book in the library

Looking up an article

Using an article/book for research

Thinking of a research topic

Narrowing/focusing a research topic

0

0   1

Total Results: **0**

o Who?

o What?

o When?

o Where?

o Why?

DRINKING /
ALCOHOL

Instructional Methods

O "Mind-Walk" using flip charts
  O Media
  O Violence
  O Aggression

Instructional Methods

Brainstorming keywords

Assessment

Here is your topic: Divorce

Brainstorm the:
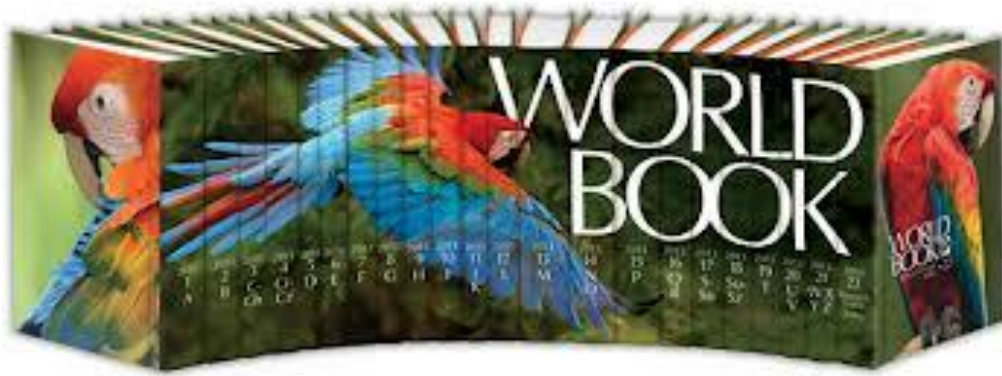
Who

What

When

Where

Why

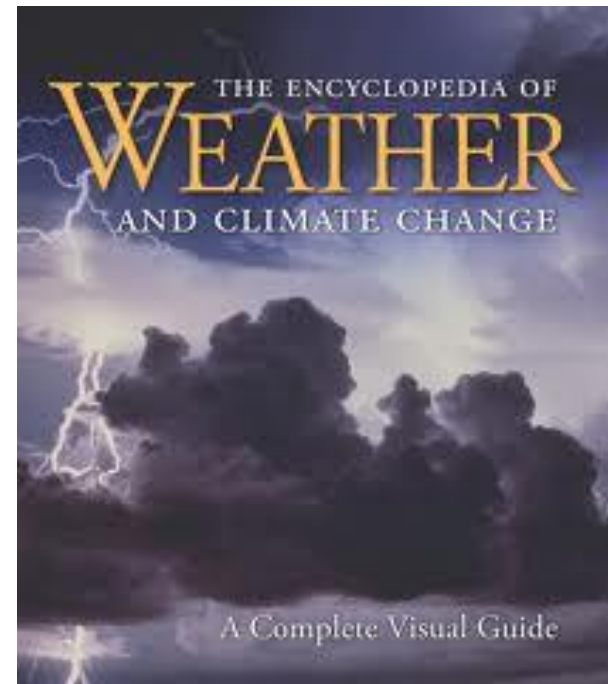What is a more focused topic that you created from your brainstorming?

Student Learning Outcome:

2) Student will find library books and periodical articles using online search tools.

Instructional Methods

Instructional Methods

Present a scenario:

> You have just been assigned a research paper
> on the topic of bullying.
>
> Go into the Opposing Viewpoints in Context database
> and use it to find some related issues to this topic.
>
> What is one way you could focus this topic?
> Find a specific article.

Bilingual Education

Bioethics

Birth control

Body Image

Body Piercing and Tattooing

Book Banning

Bullying ←

Cancer

Capital Punishment

Capitalism

Celebrity Culture

Censoring Music Lyrics

Censorship

Charter Schools

Child Abuse

Child Labor

Child Welfare

Childhood Obesity

Children of Divorced Parents

Church and State

Civil Rights

Concealed Weapons

Conspiracy Theories

Consumer Debt

Cosmetic Surgery

Creationism

Crime

Cults

Cyberbullying ←

Cybercrime

Cyberpredators

Democracy

Nutrition

Obesity

Offshore Drilling

Olympics

Online Education

Online Gambling

Online Music Trading

Online Pornography

Online Social Networks

Organic Food

Outsourcing

Pacifism

Palestine

Paranormal Phenomena

Patriot Act 2001

Patriotism

Peer Pressure

Polygamy

Popular Culture

Population Growth

Pornography

Post-Traumatic Stress Disorder (PTSD)

Poverty

Prisons

Privacy

Prostitution

Race Relations

Racism

Rap (Music)

Rape

Recycling

Religious Issues

Instructional Methods

You have to research the history of birth control.
You have the option of using
the Library Catalog or the ProQuest database.

Where do you begin, and what do you do?

Instructional Methods

Student-to-Student Accountability!

Assessment

You have been assigned a research paper on whether or not schools should pass out free birth control to students in sex education class.

1) Which library search tool will you start with: the Library Catalog or the ProQuest Database?
2) Why would you pick one of those tools over the other? Which is better and why?
3) What keywords will you use in your initial search?

Multiple Choice Quiz:

For what purpose would you use a subscription periodical database?

    A. To search articles on the Internet
    B. To find reliable magazine, newspaper and journal articles
    C. To find out if the library owns a book you're looking for

<u>Student Learning Outcome</u>:

3) Student will critically evaluate his/her research sources.

Instructional Methods

O NCC Librarians focus on these 3 criteria:

- O Currency

- O Reliability

- O Relevancy

O Ask students to discuss and define these terms.

O Ask them how they would evaluate articles using the above criteria.

Currency

a)
Plotting a course for Internet ads

Briones, Maricris. Marketing News 32. 20 (Sep 28, 1998): 1,12.

b)
What's the Future of Advertising?

Calkins, Earnest. Nation's Business (pre-1986) 20. 9 (Sep 1932): 23.

c)
The Future of Advertising.

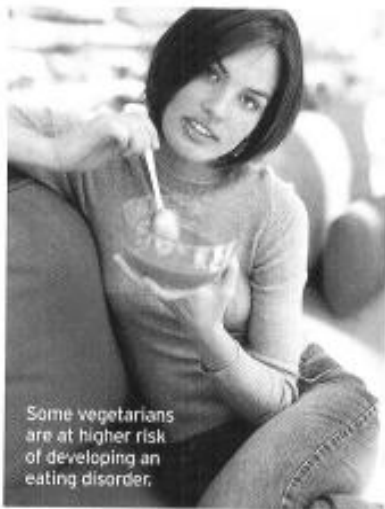By: Winsor, John. BusinessWeek.com, 7/13/2010, p4-4, 1p

Subjects: **ADVERTISING** agencies; BUSINESS models; EXECUTIVES; TECHNOLOGICAL innovations; CONSUMERS; **Advertising** Agencies; CREATIVE ability

Reliability/ Relevance

There are 2 examples in this article that speak to its reliability. Can you find them?
Choose 1 sentence that would help a paper about benefits of vegetarianism.

□ Full text Translate

If you're giving up meat, examine your motives carefully. Researchers at California Polytechnic State University in San Luis Obispo surveyed 143 college-age women, including 30 who said they were vegetarians or semivegetarians (they avoided red meat but ate small amounts of chicken and/or fish). More than one-third of them were preoccupied with their weight and exhibited behaviors associated with eating disorders, such as weighing themselves several times daily and feeling that food controlled their lives. These behaviors put them at greater risk for developing anorexia, bulimia or other eating disorders.

Claiming to be a vegetarian may be a socially acceptable way to eliminate entire food groups from the diet, the researchers say, and other studies have suggested that adopting a vegetarian diet is sometimes a strategy to mask unhealthy dieting behaviors. However, when followed for health reasons, nutritionally complete meatless diets are sound. In fact, vegetarian diets are linked to lowered risks of certain cancers, diabetes, high cholesterol and heart disease.

But good nutrition depends on much more than just cutting out meat, says Pittsburgh-based American Dietetic Association spokeswoman Leslie Bond, M.P.H., R.D. She suggests easing gradually into vegetarianism and consulting with a dietitian to learn about balanced meal planning and nutritious non-meat options. Here are a few other must-do's for vegetarians:

Some vegetarians are at higher risk of developing an eating disorder.

* Get adequate protein from lowfat dairy foods, eggs, beans and whole grains. Females age 14 and up need 46 grams of protein daily.

Assessment

Which is the correct definition of relevancy?
A) Your article contains updated information.
B) Your article contains helpful pieces of information related to your research topic.
C) Your article contains information by an author educated in an expert field.

Write your own definition of
currency, reliability, and relevancy
(as related to research sources).

Summary

o Problems with teaching

o Problems with instructors & unprepared students

o Realizing that we needed to shift the way we teach

o Developed a process to solve the problem

    o Create student learning outcomes

    o Get instructors on board

    o Create learner-centered activities for library lessons

    o Create assessments for those lessons

Where To Go From Here?

O Embrace the uncomfortable
- O Create learning outcomes & assessments
- O Match outcomes to library session
- O Cover less ("teach" less)
- O Try a new technique
- O Do assessment

O Embrace failure

O Shared process
- O Share results with colleagues and supervisors
- O Do some research in library literature; see what others have done!

How will you embrace the uncomfortable and what will you do differently as a result of this session?

Questions?

Contact Information

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Works Cited (Images)

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