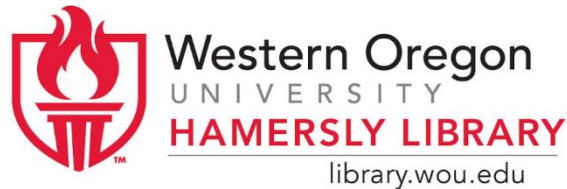


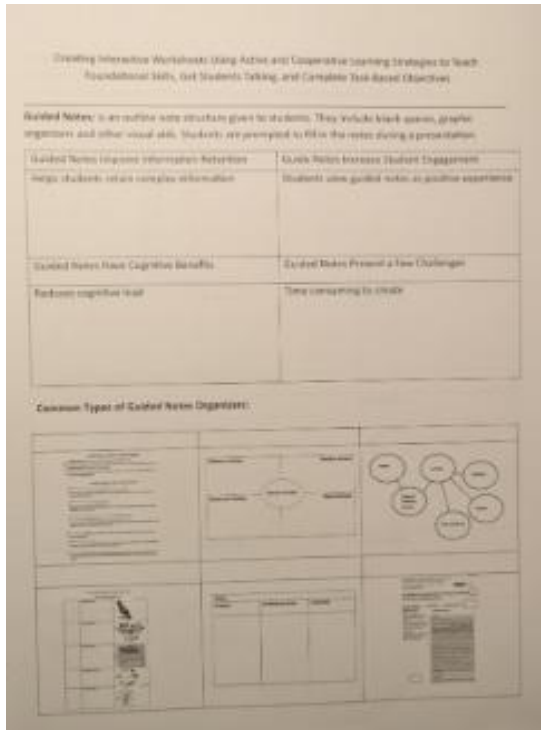
Creating Interactive Worksheets Using Active and Cooperative Learning Strategies to Teach Foundational Skills, Get Students Talking, and Complete Task-Based Objectives



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What we will cover:

- Guided notes
- Cooperative learning
- Task-based learning
- Putting it all together



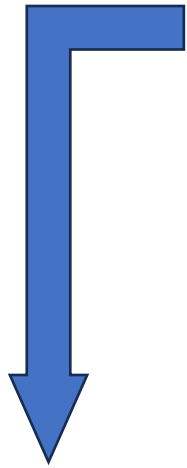
DO NOT OPEN...
YET



This pencil icon will prompt you to fill in the blanks

Guided Notes: is an outline note structure given to students. They include blank spaces, graphic organizers and other visual aids. Students are prompted to fill in the notes during a presentation.

Guided Notes Improve Information Retention	Guide Notes Increase Student Engagement
Helps students retain complex information	Students view guided notes as positive experience
Guided Notes Have Cognitive Benefits	Guided Notes Present a Few Challenges
Reduces cognitive load	Time consuming to create



Guided Notes Improve Information Retention	Guide Notes Increase Student Engagement
Helps students retain complex information	Students view guided notes as positive experience
Benefits across diverse populations	Increases focus and participation
Improves note-taking quality	
Guided Notes Have Cognitive Benefits	Guided Notes Present a Few Challenges
Reduces cognitive load	Time consuming to create
Supports self-regulated learning	Some students view as a challenge to keep up
Helps assimilate past knowledge with new knowledge	Others feel a lack of reflection

Guided Notes Improve Information Retention

Helps students retain complex information

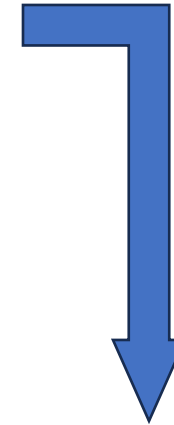


We see benefits across diverse populations



It improves note-taking quality overall

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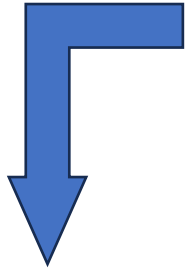
Guide Notes Increase Student Engagement

Students view guided notes as positive experience

It increases student focus and class participation



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Guided Notes Have Cognitive Benefits

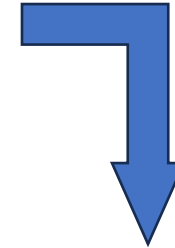
Reduces cognitive load

It supports self-regulated learning

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Guided Notes Present a Few Challenges

Time consuming to create



Some students find it a challenge to keep up



Others feel a lack of reflection

Common Types of Guided Notes Organizers:



Fill in the Blank

Common Types of Articles in Library Databases

Academic articles will either be classified as Primary or Secondary Articles

consist of findings from an original research project. The authors design a study, collect data, and present their findings and conclusions.

primary and other secondary articles to write ideas and concepts. They do not conduct any original research.

SECONDARY ARTICLES – Used for Background Research

This type of research article uses secondary sources to explain a concept, discuss an important idea, and/or make call to action.

This type of research article uses secondary sources to take what we know about a topic and propose applying it to a new situation

This type of research article summarizes previously published work in the field to identify what we know about the topic and to identify gaps in the research.

Designs a comprehensive plan to capture all article written on the topic within a certain time period.

is not as robust or comprehensive as a systematic review. It finds relevant articles on a topic but not all withing a given time period.

Both designs a comprehensive plan to capture all article written on the topic within a certain time period and uses highly sophisticated statistical techniques to analyze and compare different studies.

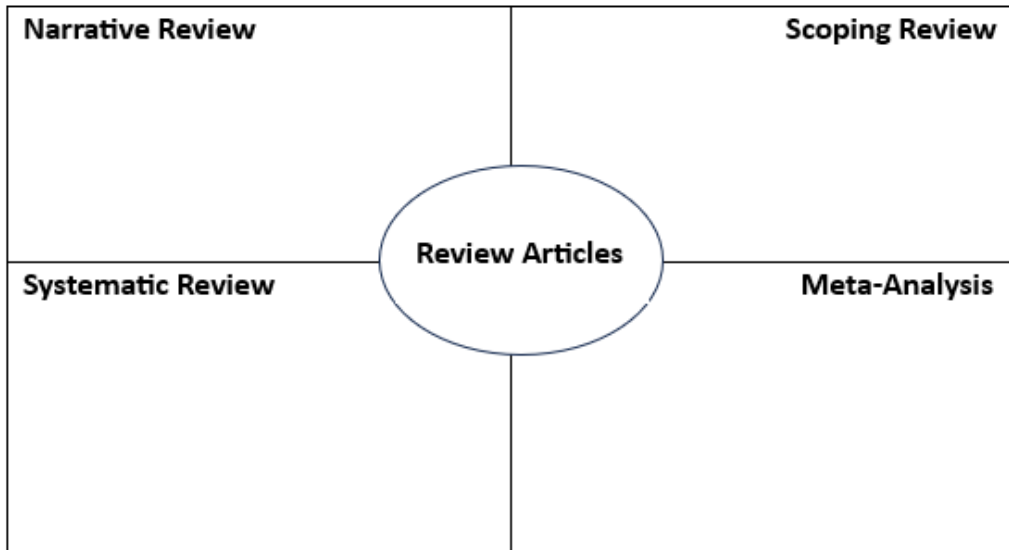
Fill-in-the-blank	Frayer Model	Concept map
Skeleton Notes	K (know) W (want) L (learned)	Annotation



Common Types of Guided Notes Organizers:



Frayer Model



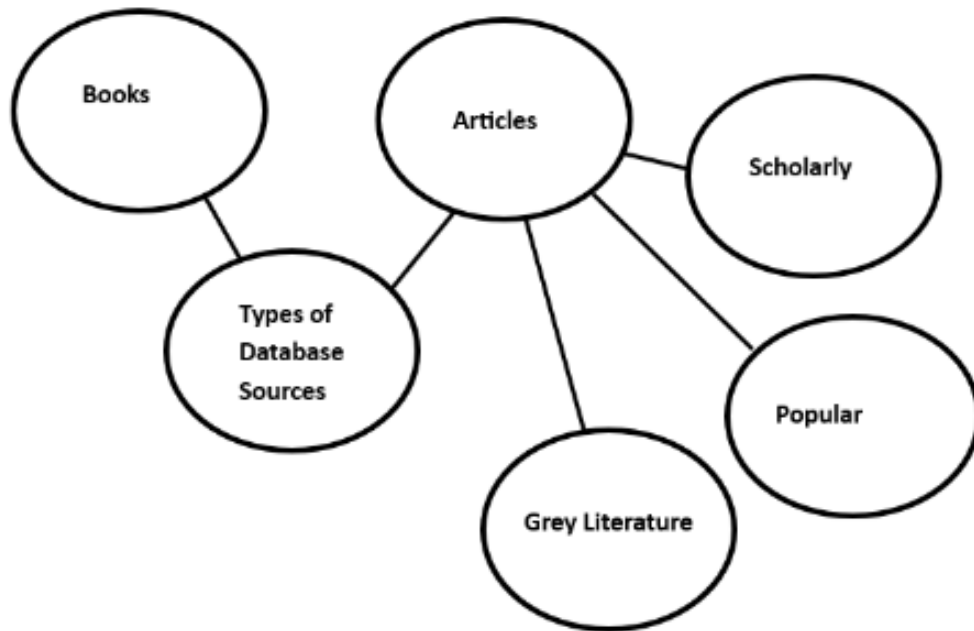
Fill-in-the-blank	Frayer Model	Concept map
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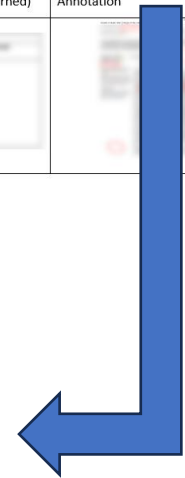
Common Types of Guided Notes Organizers



Concept Map



Fill-in-the-blank	Frayer Model	Concept map
Identify types of sources and their characteristics. 1. Identify the type of source (e.g., book, article, website). 2. Identify the author or creator. 3. Identify the title or topic. 4. Identify the date or time period. 5. Identify the location or context. 6. Identify the purpose or audience. 7. Identify the format or medium. 8. Identify the reliability or credibility. 9. Identify the bias or perspective. 10. Identify the relevance or usefulness.	Narrative Review Systematic Review Review Article Meta-Analysis Scoping Review	Concept map Books Articles Scholarly Types of Database Sources Grey Literature Popular
Skeleton Notes	K (know) W (want) L (learned)	Annotation



Common Types of Guided Notes Organizers:



Skeleton Notes

FYS 207 Scientific Illustrations: Library Session Notes

Common Types of Illustrations

	Visual Illustrates:	
	Visual Illustrates:	
	Visual Illustrates:	
	Visual that illustrate:	
	Visual Illustrates:	

Fill-in-the-blank 	Frayer Model 	Concept map 
Skeleton Notes 	K (know) W (want) L (learned) 	Annotation 



Common Types of Guided Notes Organizers:



K (know) W (want) L (learned)

Topic:		
K-Know	W-Want to Know	L-Learned

Fill-in-the-blank 	Fryer Model 	Concept map
Skeleton Notes 	K (know) W (want) L (learned) 	Annotation



Common Types of Guided Notes Organizers:



Annotation

Fill-in-the-blank 	Frayer Model 	Concept map
Skeleton Notes 	K (know) W (want) L (learned) 	Annotation



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RESEARCH ARTICLE

A qualitative exploration of women's resilience in the face of homelessness

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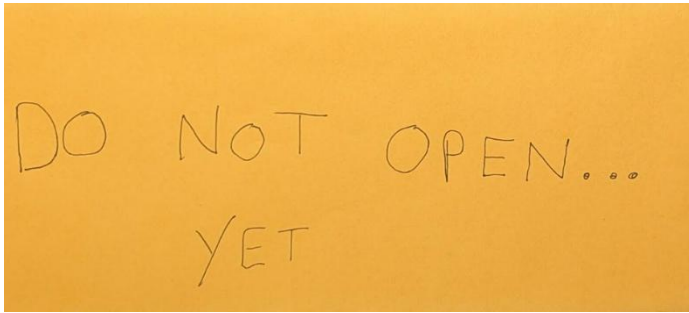
Abstract/Summary

Abstract
The aim of this study was to examine the experiential perspectives of women becoming and experiencing homelessness. Situated in the qualitative interpretive tradition, data were collected using semi-structured photo elicitation and in-depth face-to-face interviews. Eleven Australian women used photographs that represented their experiences of being homeless to guide their interview discussions. The findings revealed that homelessness for women is a period often preceded by a series of adverse incidents in their lives, characterised by progressive resilience building in the face of trauma, finding hope and building strength to work towards ending homelessness. After becoming homeless, five stages of resilience transition emerged: The trauma of homelessness, Finding hope and surviving, Finding help, Finding connection and Taking control. Women experiencing homelessness are resilient and capable of creating competence and autonomy in seeking help to exit homelessness. Change to service delivery are recommended to improve trauma-informed, person-centred housing and social services that are integrated and easy to navigate.

KEYWORDS
homelessness, photo-elicitation, qualitative, resilience, strengths, trauma, women

Cooperative/Active Learning: Students work together in small groups toward exploring a concept or learning a skill. Each member of the group is accountable both individually and to each other. Students directly engage with the content through discussion, problem-solving, analysis, or application.

Think-Pair-Share	Jigsaw	Round-Robin
Definition:	Definition:	Definition:
Example:	Example:	Example:
Group Peer Instruction	Station Rotation	Case Study
Definition:	Definition:	Definition:
Example:	Example:	Example:



Think-Pair-Share	Jigsaw	Round-Robin
Definition:	Definition:	Definition:
Example:	Example:	Example:
Group Peer Instruction	Station Rotation	Case Study
Definition:	Definition:	Definition:
Example:	Example:	Example:

- Break into groups of 6
- Open the envelop – Each group member should take one learning activity.
- Individually write a short definition on your worksheet and come up with a real-world library instruction application example

You will have two minutes to complete this task.

Think-Pair-Share	Jigsaw	Round-Robin
Definition:	Definition:	Definition:
Example:	Example:	Example:
Group Peer Instruction	Station Rotation	Case Study
Definition:	Definition:	Definition:
Example:	Example:	Example:

- Take turns having each group member define the learning activity and explain real-world example.
- While a group member is discussing their activity, take notes on your worksheet

You will have two minutes per person to complete this task.

Task-Based Learning is designed to teach skills by completing real-world tasks. The equivalent in library instruction is assignment-based instruction. Key elements include: Define the task, how to complete the task, and follow up steps:

Research Assignment

- Find Three peer reviewed articles empirical articles published after 2020 on your historical person and resilience.
- Cite in APA

To Complete

- Find 2 articles in PsycINFO – Get APA citation
- Find 2 articles in Google Scholar – Get APA citations
- Find 2 articles using Cited by feature / Google Scholar-Get APA citations

Follow Up

- Narrow down to three articles
- Check citations against APA guide

List 3 common library instructions tasks	List a guided notes or cooperative/active learning activity to facilitate this instruction

- Divide into pairs
- On Your Worksheet
- Individually list 3 common library instruction tasks from your instructions
- List a guided notes or cooperative/active learning activity to facilitate this instruction

You will have 3 minutes to complete this task.

List 3 common library instructions tasks	List a guided notes or cooperative/active learning activity to facilitate this instruction

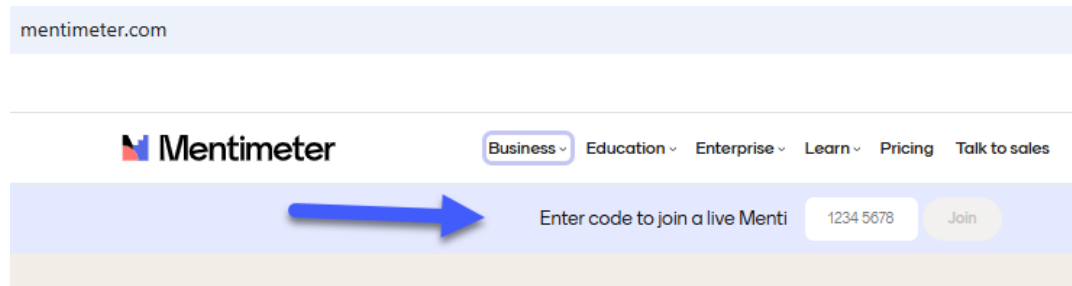
- Take turns discussing your answers with your partner.

You will have 3 minutes per person to complete this task.

Go to mentimeter.com and
enter code:

5393 9773

or use QR code



If you have any questions, contact me
at: monger@wou.edu

I'm also available for zoom meetings/discussion

Robert Monge
Instruction Librarian
Western Oregon University

Additional Resources and Examples:

<https://research.wou.edu/interactive-worksheets>