Librarians Learning to Teach: Community, Play, and Best Practices

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Slides will be posted on E-LIS (http://eprints.rclis.org/)

Recommended Reading

The following is a highly selective list of titles that cover a range of topics related to teaching and learning, intended to provide a starting point for anyone wanting to delve into the literature.

Anderson, L. W., & Krathwohl, D. R. (Eds.). (2001*). A taxonomy for learning, teaching and assessing: A revision of Bloom's taxonomy of educational objectives.* New York : Longman.

> The revision of Bloom's classic work, it offers a two-dimensional framework for designing and assessing learning objectives.

Angelo, T. A., & Cross, K. P. (2003). Classroom *assessment techniques: A handbook for college teachers* (2d ed.). San Francisco: Jossey-Bass.

> Widely considered the bible for formative assessment strategies; if you've heard of the one-minute paper, you already know one classroom assessment technique from the book.

Baxter Magolda, M. B. (2001). *Making their own way: Narratives for transforming higher education to promote self-development*. Sterling, VA: Stylus.

> This ground-breaking, longitudinal study highlights what colleges and universities should be doing to develop learners' social and intellectual development (including critical thinking).

Brown, A., & Green, T. (2006). *The essentials of instructional design: Connecting fundamental principles with process and practice*. Upper Saddle River, NJ: Prentice-Hall.

> Good introduction to the instructional design process; each chapter provides a summary of theories and practices.

Brown, J. S., & Duguid, P. (2002). *The social life of information* (Rev. ed.). Boston, MA: Harvard Business School Press.

> A thoughtful, engaging, and challenging examination of the gap between the hype and the reality of the information age; highly relevant for developing effective communities of practice.

Creswell, J. W. (2008). *Educational research: Planning, conducting, and evaluating quantitative and qualitative research* (3d ed.). Upper Saddle River, NJ: Pearson/Merrill Prentice Hall.

> Considered one of the best textbooks on educational research; covers both qualitative and quantitative methods – a must for librarians engaging in evidence-based teaching.

Grassian, E. S., & Kaplowitz, J. R. (2001). *Information literacy instruction: Theory and practice*. Edison, NJ: Neal-Schumann.

> For anyone involved in information literacy programming; provides both theory and practical applications, with an emphasis on the practical.

Kuhlthau, C. C. (2004). *Seeking meaning: A process approach to library and information services.* Westport, CT: Libraries Unlimited.

> Kuhlthau's research is considered among the most important on information seeking, from her model of the information search process to her zones of intervention.

Mayer, R. E. (Ed.). (2005). *The Cambridge handbook of multimedia learning*. Cambridge, UK: Cambridge University Press.

> Presents some of the leading research on principles of multimedia learning – how people learn best through the combination words (text and audio) and images (still and video).

Prensky, M. (2007). *Digital game-based learning: Practical ideas for the application of digital game-based learning*. St. Paul, MN: Paragon House.

> While some of Prensky's claims have yet to be substantiated, he provides a good theoretical overview of principles of game design and their relationship to instructional design principles.

Renner, P. (2005). *The art of teaching adults: How to become an exceptional instructor and facilitator* (expanded 10th anniversary ed.). Vancouver: Training Associates.

> Provides step-by-step details to using time-honored techniques such as group discussion, role playing, small group tasks, and lecturing; of note is the chapter on "asking beautiful questions."

Vella, J. (2004). *Learning to listen, learning to teach*. San Francisco: Jossey-Bass.

> This book is full of engaging stories from Vella's work with adult learners around the world; her 12 principles of dialogue education can be used with any type of adult learner, anywhere.

Weimer, M. (2002). *Learner-centered teaching: Five key changes to practice*. San Francisco: Jossey-Bass.

> A practical, comprehensive work focusing on what, how, where, and under which conditions students learn.

Wenger, E. (1999). *Communities of practice: Learning, meaning, and identity.* Cambridge, UK: Cambridge University Press.

> An important work for anyone seeking to understand and harness the social context of learning and identity in organizations.

BOPPPS Model

1. **B**ridge-In

- Arouses curiosity – prepares learners for learning by directing their focus
- Can serve as transition between one subject and another
- Can be an anecdote, provocative question, prop, activity, quiz, relevant joke, visual clue (e.g., video clip or slide)
- Relevant theories: motivation, attention

2. (Learning) **O**bjectives

- Describes what learner is expected to learn
- Important to recognize the "level" and "domain" of learning – cognitive (thinking); affective (attitudinal, emotional); psychomotor (physical)
- If you don't have a goal, how will you know when you have arrived?

3. **P**re-assessment

- Reveals prior learning and current abilities
- Engages learners' expertise and identifies learners who can be resources
- Enables instructor to make learning relevant and prepares learners for new learning
- May include individual or group activities, such as brainstorming

4. **P**articipatory Learning

- Learners engage in their own learning
- Often includes learner-learner &/or instructor-learner interaction
- Learning activities are chosen to maximize and integrate learning
- Relevant theories: active learning, adult learning, peer learning, experiential learning, situated learning

5. **P**ost-assessment

- Identifies what has been learned – was the learning outcome achieved?
- Can be formal or informal
- Should be aligned with and appropriate to the learning objective(s)
- Should be authentic

6. **S**ummary

- Wraps up the session – helps learners reflect on, integrate and transfer learning
- Creates a sense of closure and completion
- May include content review, recap, group process, feedback, acknowledgment, application, round robin, revisiting learning outcomes