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#### LIBRARIANS LEARNING TO TEACH

April 23, 2010

**Community, Play, and Best Practices** 

7

Starter A quick survey

Entree Community models (& a proposal)

Dessert Mini-lesson & reflective practice

Aperitif A few final words



\* foreshadowing

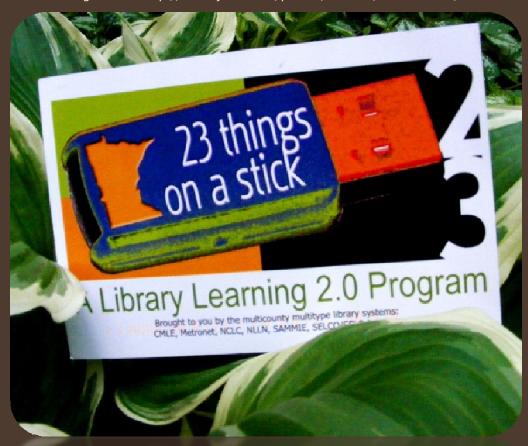
### Have you ever...

- talked to a librarian colleague about teaching?
- 2. talked to a faculty (or other non-librarian) colleague about teaching?
- attended a library conference focused on teaching? (e.g., WILU, LOEX, LOEX-of-the-West)
- 4. attended a non-library conference focused on teaching? (e.g., Lilly, STLHE, IUT)
- 5. taken a workshop on teaching? (e.g., Instructional Skills Workshop)
- 6. taken a course on teaching? (e.g., in grad school, as part of PID)
- 7. taught someone else how to teach?
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### Some Community/Learning Models

- Reading groups/circles
- Teaching squares
- Peer coaching
- Communities of practice
- "15 Minutes a Day"
- "23 Things"

Image credit: http://www.flickr.com/photos/rexlibris/2435740801/



What if there was a similar program to help librarians learn how to teach?

(and what would it look like?)

### 23 Things for Librarians Who Teach\*

7

- 1. Adult learning theory
- Assessment & evaluation
- 3. Bloom's taxonomy
- 4. BOPPPS model
- 5. Classroom assessments
- 6. Classroom technology
- 7. Cognitivism
- 8. Constructivism
- 9. Curriculum mapping
- 10. E-learning
- 11. Epistemic beliefs
- 12. Game-based learning

- 13. Information literacy
- 14. Instructional design
- 15. Instructional technology
- 16. Learning objectives/outcomes
- 17. Metacognition
- 18. Millennial learners
- 19. Presentation skills
- 20. Reflective practice
- 21. Research methods
- 22. Storytelling/narrative
- 23. Zones of intervention

<sup>\*</sup> according to CB

# Live on the Edge (a little)

- Try something new
- Take risks / improvise
- Stay humble
- Stay happy
- Practice with peers

#### Mini-lesson and Reflective Practice

- Mini-lesson
- Feedback
- Why use instructional model?
- Let's design together
- Reflective practice

# An Imperfect Lesson by Design...





- Personal story
- Hook
- Pre-assessment
- Props
- Q & A

- No learning objectives
- No outline / visual aids
- TMI!
- No assessment



## Planning Your Instruction

- Think about
  - Audience
  - Environment (setting, delivery methods)
  - Critical content
  - Relevant learning activities
  - Evaluation
- See Preparing Lesson Plans (BCIT Teaching & Learning Centre)
   <a href="https://helpdesk.bcit.ca/fsr/teach/courseprep/htlessonplans.pdf">https://helpdesk.bcit.ca/fsr/teach/courseprep/htlessonplans.pdf</a>

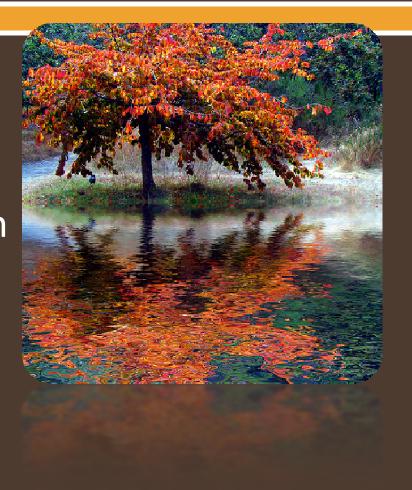
#### Instructional Models

- Basics
  - Who am I teaching? / Pre-assessment
  - Learning outcomes
  - Learning activities
  - Post-assessment
- Task oriented, linear, rapid-prototyping
- Focus on BOPPPS

- Bridge-in
- Objective
- Pre-assessment
- Participatory Learning
- Post-assessment
- Summary/Closure



- Iterative process
- Learner assessment
- Assessment of lesson plan



# **Spotting Problems Early**

Introduction		Read	Passive	
Citation for Books	5a	Read	Passive	
Citation for parts of Books	5a	Read	Passive	
Finding book by Citation	5b	Read	Passive	
Citation for Articles	5a	Read	Passive	
Finding articles by citation	5b	Watch Video	Passive	
Getting ILL	3c	Read	Passive	

Librarians Learning to Teach

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## Developing as a Teacher

- Talk to others about teaching
- Go to conferences
- Attend workshops on teaching
- Take a course
- Share your knowledge and experience
- Become a reflective practitioner

#### Questions?

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