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LIBRARIANS LEARNING TO TEACH

April 23, 2010

Community, Play, and Best Practices

On the Menu*

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- Starter A quick survey
- Entree Community models (& a proposal)
- Dessert Mini-lesson & reflective practice
- Aperitif A few final words



* foreshadowing

Have you ever...

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1. talked to a librarian colleague about teaching?
2. talked to a faculty (or other non-librarian) colleague about teaching?
3. 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?
8. created a teaching portfolio?

Some Community/Learning Models

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

23 Things?

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Librarians Learning to Teach

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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*

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1. Adult learning theory
2. 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

* according to CB

Live on the Edge (a little)

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

Mini-lesson and Reflective Practice

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

An Imperfect Lesson by Design...

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



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

Adopt a....

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Planning Your Instruction

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

Instructional Models

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

BOPPPS

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



Reflective Practice

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- Iterative process
- Learner assessment
- Assessment of lesson plan



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Spotting Problems Early

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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		

Developing as a Teacher

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

Thank You

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Questions?

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