On the Menu*

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

* foreshadowing
Have you ever...

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

- Reading groups/circles
- Teaching squares
- Peer coaching
- Communities of practice
- “15 Minutes a Day”
- “23 Things”
What if there was a similar program to help librarians learn how to teach? (and what would it look like?)
<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Adult learning theory</td>
</tr>
<tr>
<td>2.</td>
<td>Assessment &amp; evaluation</td>
</tr>
<tr>
<td>3.</td>
<td>Bloom’s taxonomy</td>
</tr>
<tr>
<td>4.</td>
<td>BOPPPS model</td>
</tr>
<tr>
<td>5.</td>
<td>Classroom assessments</td>
</tr>
<tr>
<td>6.</td>
<td>Classroom technology</td>
</tr>
<tr>
<td>7.</td>
<td>Cognitivism</td>
</tr>
<tr>
<td>8.</td>
<td>Constructivism</td>
</tr>
<tr>
<td>9.</td>
<td>Curriculum mapping</td>
</tr>
<tr>
<td>10.</td>
<td>E-learning</td>
</tr>
<tr>
<td>11.</td>
<td>Epistemic beliefs</td>
</tr>
<tr>
<td>12.</td>
<td>Game-based learning</td>
</tr>
<tr>
<td>13.</td>
<td>Information literacy</td>
</tr>
<tr>
<td>14.</td>
<td>Instructional design</td>
</tr>
<tr>
<td>15.</td>
<td>Instructional technology</td>
</tr>
<tr>
<td>16.</td>
<td>Learning objectives/outcomes</td>
</tr>
<tr>
<td>17.</td>
<td>Metacognition</td>
</tr>
<tr>
<td>18.</td>
<td>Millennial learners</td>
</tr>
<tr>
<td>19.</td>
<td>Presentation skills</td>
</tr>
<tr>
<td>20.</td>
<td>Reflective practice</td>
</tr>
<tr>
<td>21.</td>
<td>Research methods</td>
</tr>
<tr>
<td>22.</td>
<td>Storytelling/narrative</td>
</tr>
<tr>
<td>23.</td>
<td>Zones of intervention</td>
</tr>
</tbody>
</table>

* 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 ✗
Adopt a....
Planning Your Instruction

- 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

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

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

• Iterative process
• Learner assessment
• Assessment of lesson plan

Image credit: http://www.flickr.com/photos/ecstaticist/2066243475/
<table>
<thead>
<tr>
<th>Topic</th>
<th>Reading Action</th>
<th>Role</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction</td>
<td>Read</td>
<td>Passive</td>
</tr>
<tr>
<td>Citation for Books</td>
<td>5a Read</td>
<td>Passive</td>
</tr>
<tr>
<td>Citation for parts of Books</td>
<td>5a Read</td>
<td>Passive</td>
</tr>
<tr>
<td>Finding book by Citation</td>
<td>5b Read</td>
<td>Passive</td>
</tr>
<tr>
<td>Citation for Articles</td>
<td>5a Read</td>
<td>Passive</td>
</tr>
<tr>
<td>Finding articles by citation</td>
<td>5b Watch Video</td>
<td>Passive</td>
</tr>
<tr>
<td>Getting ILL</td>
<td>3c Read</td>
<td>Passive</td>
</tr>
</tbody>
</table>

Librarians Learning to Teach  April 23, 2010
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
Thank You

Questions?

Colleen Bell, colleen.bell@ufv.ca
Alison Curtis, acurtis@langara.bc.ca
Joyce Wong, joyce.wong@langara.bc.ca