

Lessons for the Librarian: 10 Tips for Teaching the One-Shot Instruction Session



Attendees will be able to:

- **identify strategies for instructional planning, e.g., selection of learning outcomes, consideration of learning styles, adoption of “assessment for learning strategies,” and creation of structured lesson plans, in order to design effective one-shot instruction sessions.**
- **list pedagogically sound teaching methods, e.g., the use of needs assessments, active learning strategies, and authentic teaching approaches, in order to apply these methods in the classroom.**
- **describe the importance of integrating one-shot instruction into larger campus contexts, e.g., faculty culture, course content, and curriculum design, in order to develop effective information literacy instruction programs.**



<https://www.surveymonkey.com/s/acrlac13programevaluation>

10 Tips

PLANNING

Lesson 1 – Steven

Lesson 2 – Beth

Lesson 3 – Megan

Lesson 4 – Jennifer

DELIVERY

Lesson 5 – Diana Wakimoto (played by Jennifer)

Lesson 6 – Chris Hollister (played by Megan)

Lesson 7 – Randy

INTEGRATION

Lesson 8 – Michelle Millet

Lesson 9 – Debra Gilchrist (played by Michelle)

Lesson 10 – Patty Iannuzzi (played by Steven)



The Scenario (We've All Been There...)

Entry-Level Undergraduate Writing Course

First/Second-Year Students

Session is Three Weeks Before Final Paper Due Date

Instructor May or May Not Be Present (Hard to say...)

Assignment:

8-10 Page Argumentative Paper & Annotated Bibliography

Students May or May Not Have Finalized Topics

Paper/Bibliography Must Include AT LEAST 5 Scholarly Sources

“Show Them” Requests (From Instructor):

Library Catalog

At Least 2 Databases You Immediately Recognize as Irrelevant

Refworks/Endnote (Whichever You Prefer)

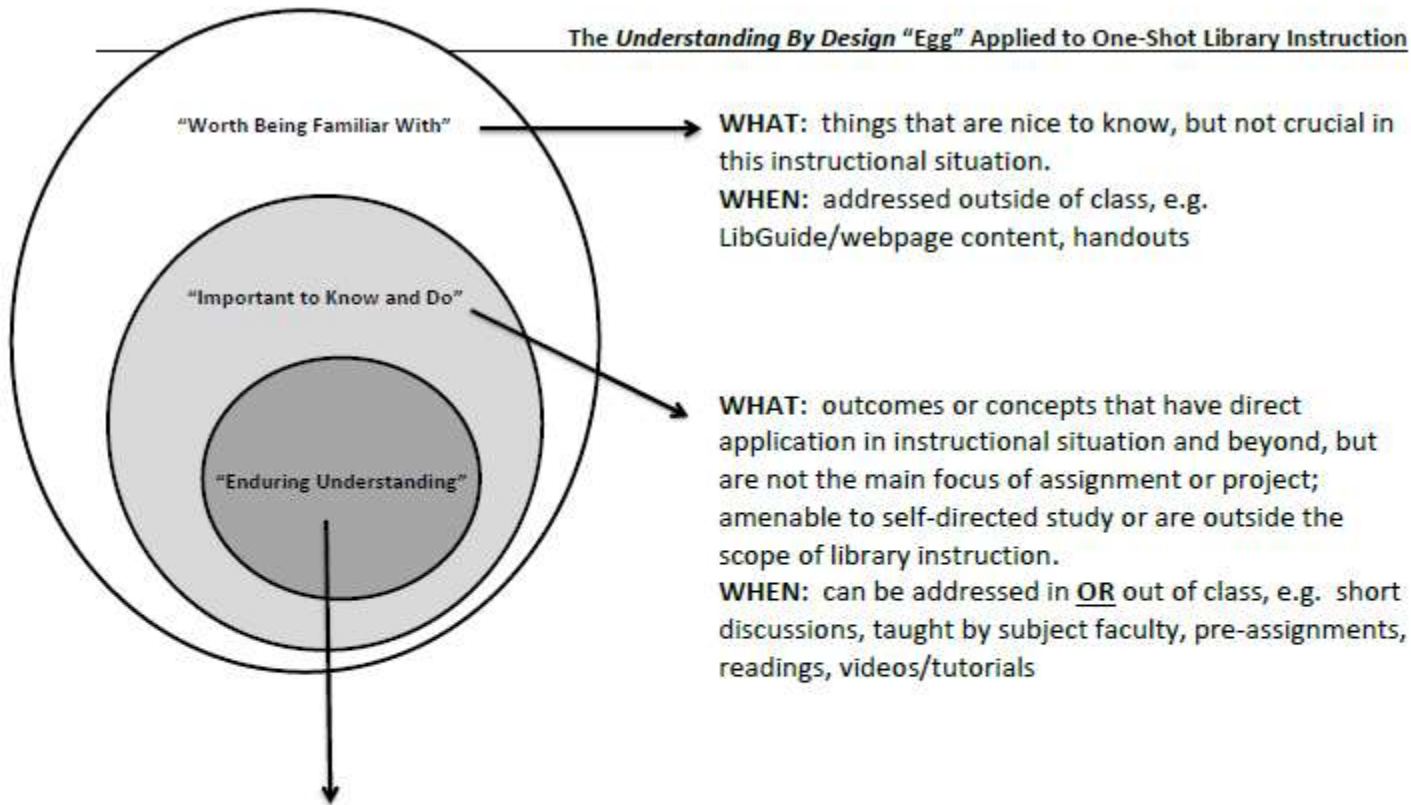
and...

Make Sure They Have Time to Search

You Have 80 Minutes...

Lesson #1: Less is More... Right?

The Understanding By Design "Egg" Applied to One-Shot Library Instruction



WHAT: the most important outcomes or concepts, amenable to active learning, requiring "uncoverage."
WHEN: addressed in class, e.g. active learning activities, classroom assessment techniques

There will always be too much to do/cover

Not Making Choices = Making a Bad Choice

Think About Before / After

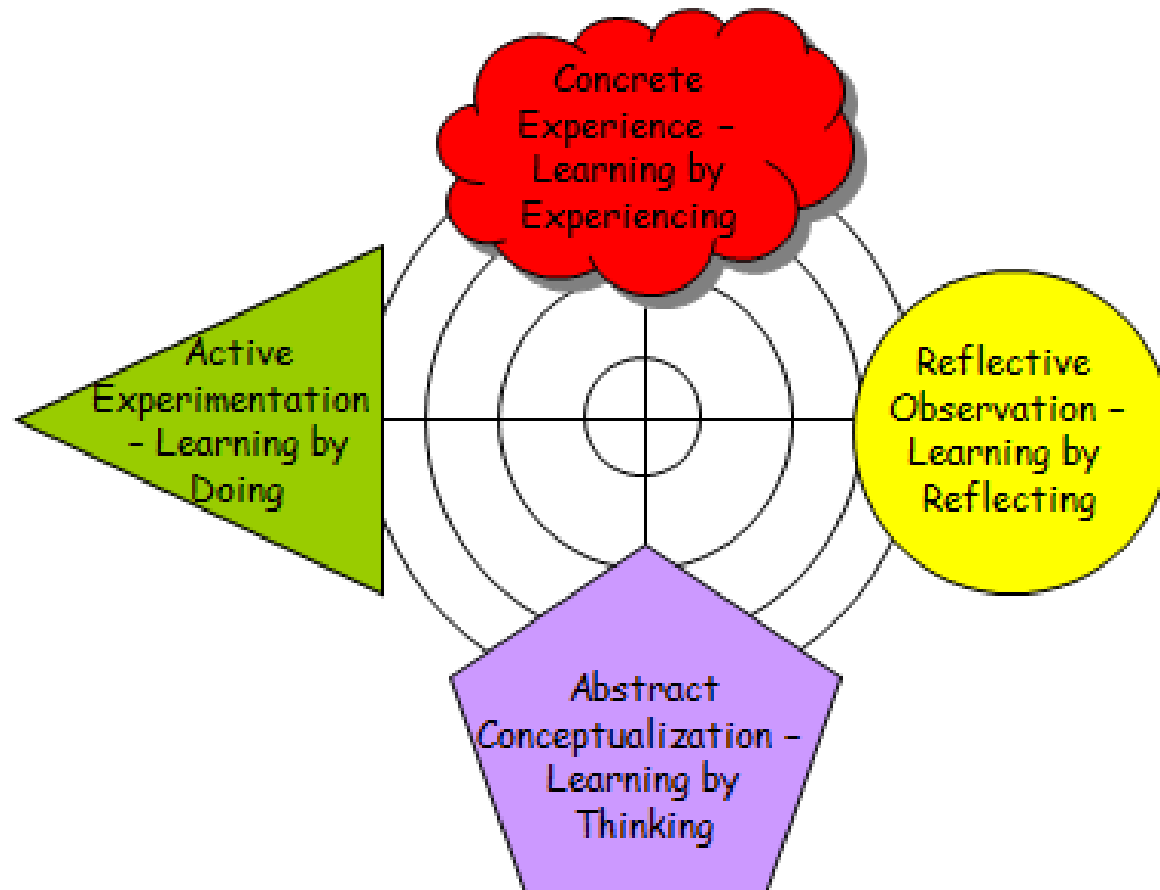
Lesson #2: Some Students Learn Like You Do. Most Don't.



- Rely on research to help us know how people learn.
- Continuums of how people prefer to both acquire information and how to process it.

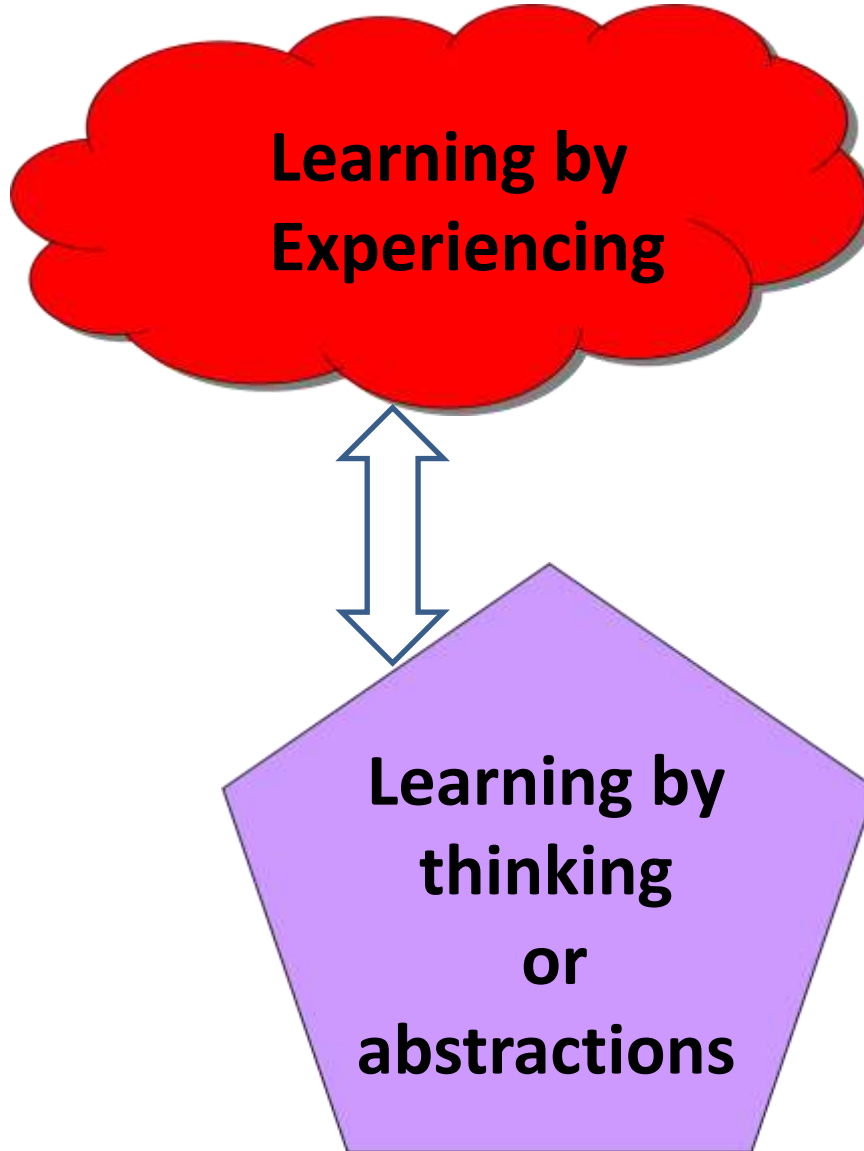
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The Kolb Cycle of Learning

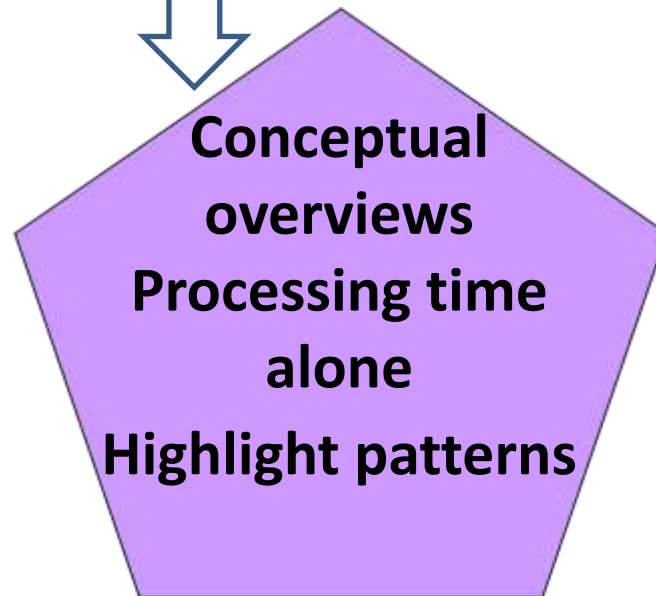


Lesson #2: Some Students Learn Like You Do. Most Don't.

**Continuum of Acquiring
Information**

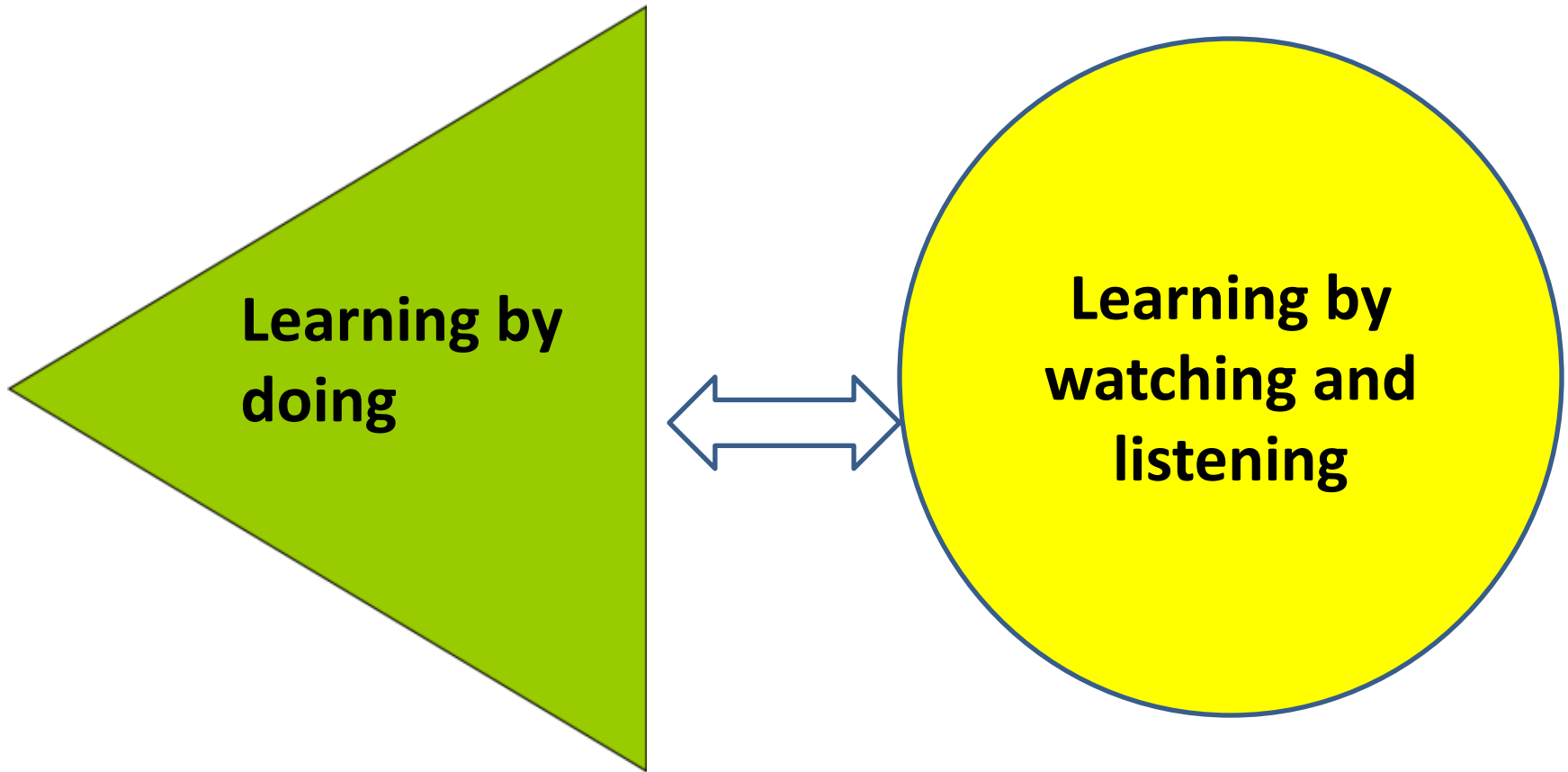


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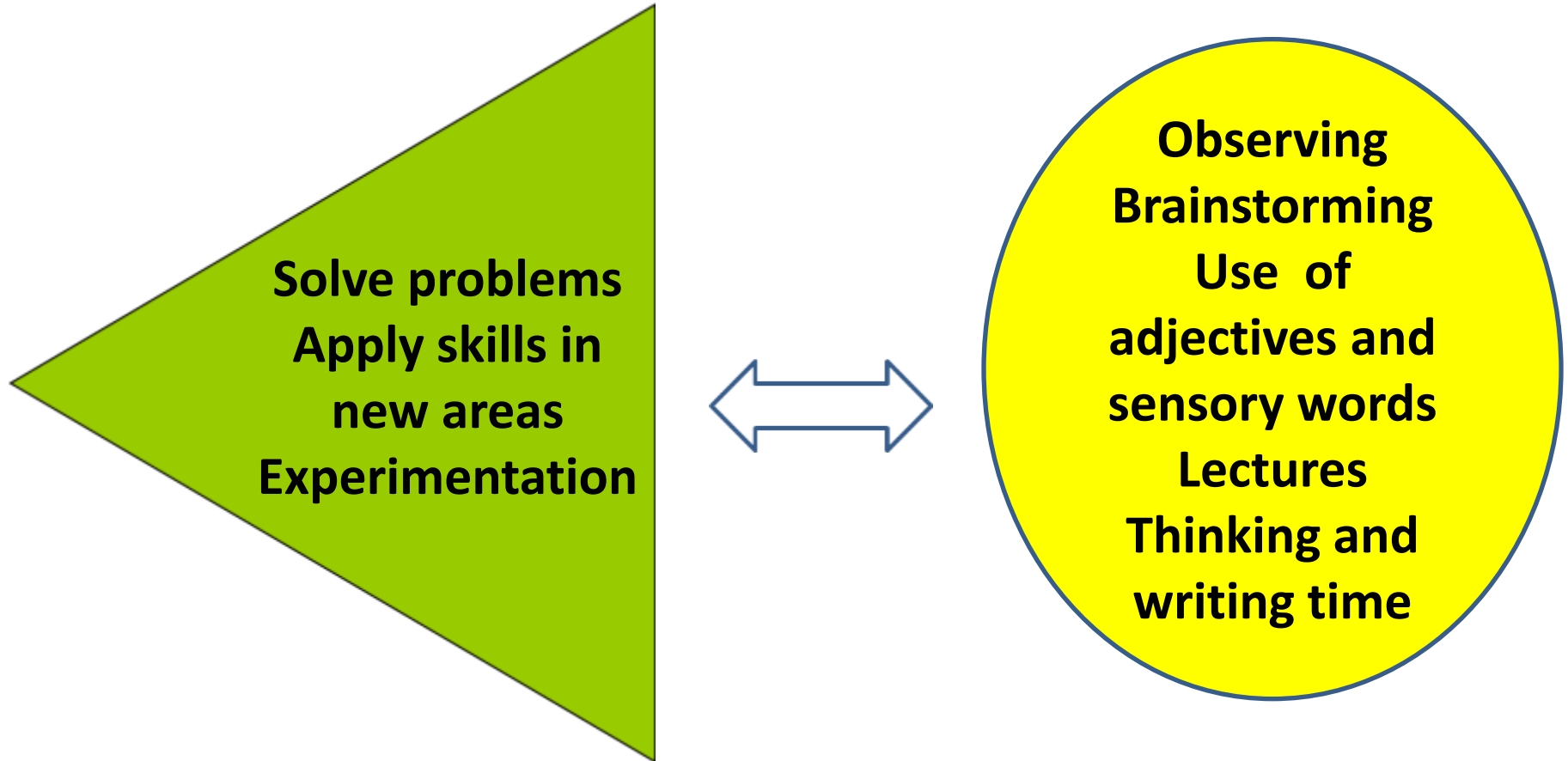
Lesson #2: Some Students Learn Like You Do. Most Don't.

Continuum of Processing Information



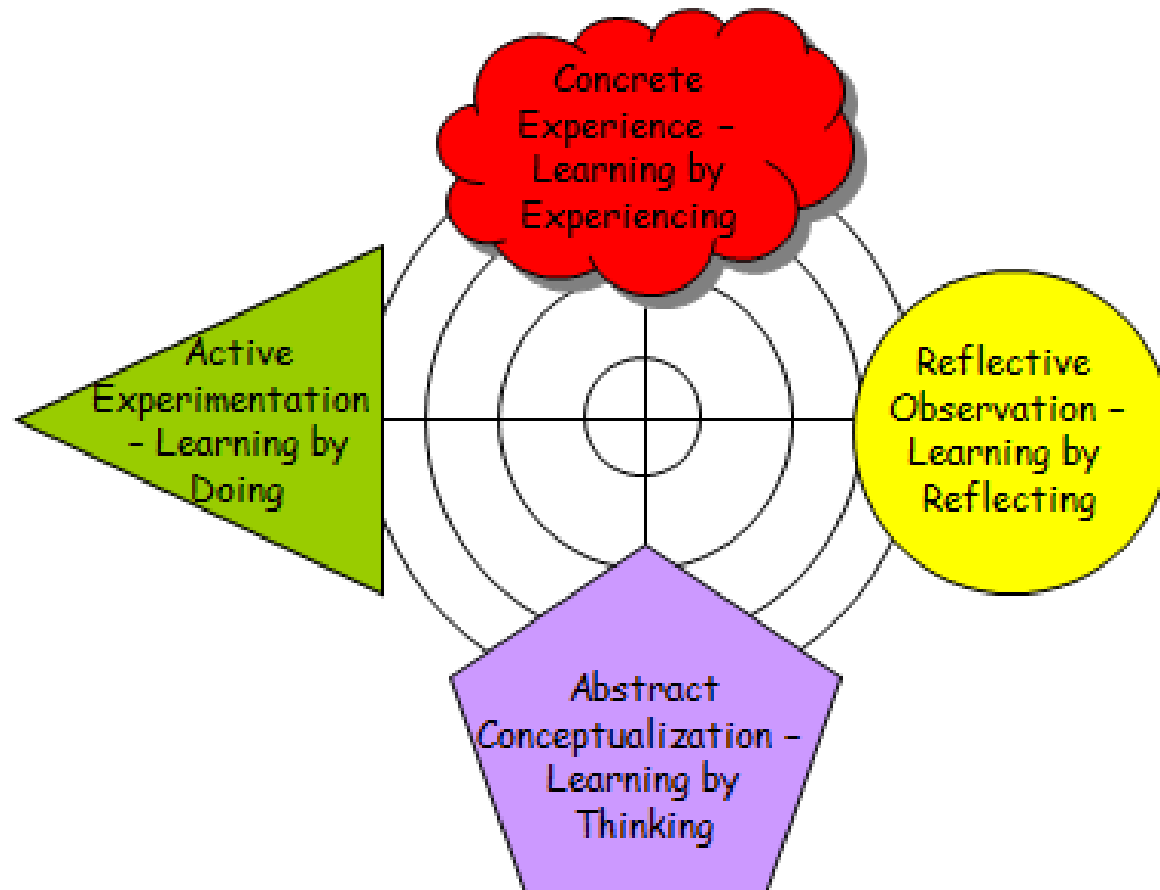
Lesson #2: Some Students Learn Like You Do. Most Don't.

Continuum of Processing Information



Lesson #2: Some Students Learn Like You Do. Most Don't.

The Kolb Cycle of Learning



Lesson #3: If You're Not Assessing... You're Not Teaching



“ADDIE”

1. Analysis
2. Design
3. Development
4. Implement
5. Evaluate

Instructional Design

“Understanding by Design”

1. What do you want students to learn? (outcome)
2. How will you know if they've learned it? (assessment)
3. What activities will help them learn and, *at the same time*, provide assessment data? (teaching method)

- | | |
|--|--|
| <ul style="list-style-type: none">● research journals● reflective writing● “think alouds”● self or peer evaluations● research drafts or papers● open-ended question responses● works cited pages● annotated bibliographies● speeches● multimedia presentations● posters● exhibits | <ul style="list-style-type: none">● group projects● performances● portfolios● library assignments● worksheets● concept maps● citation maps● tutorial responses● role plays● lab reports● blogs● wikis |
|--|--|

What are good artifacts of student learning for assessment?

Assess Artifacts with Rubrics

www.railsontrack.info



participant login ▶

home about updates publications & presentations press
contact rubrics forum training results closing the loop

Rubrics

Rubrics are powerful tools for assessment. The RAILS project is intended to help librarians create and use rubrics for information literacy assessment.

To this end, RAILS can serve as clearinghouse for information literacy rubrics. Existing RAILS rubrics are grouped by topic and/or by creator and accessible using the navigation links on the right. Any of these rubrics can be modified and saved by librarians; librarians can also upload new rubrics.

To do so, librarians should click the "participant login" link at the top of this page for site approval. Once approved as a RAILS website participant, librarians are welcome to adapt the rubrics as needed. To modify an existing rubric, approved participants should use the "Make and Save my own Rubric" button. (Note, this process does NOT actually change the existing rubric. Instead it makes a new copy that can be modified as needed.) To upload a new rubric, begin with a blank rubric found in the "Uncategorized" category. Please be sure to change the title of your new rubric!

Questions? Please post them in the forum area of the RAILS website!

Rubric Categories

- General
- Define Information Needs
- Evaluate Information
- Locate Information
- Non-Instructional Library Services
- RAILS Cohort 2010-2011
- Trinity University
- University of Kentucky

Lesson #3: If You're Not Assessing... You're Not Teaching



Lesson #4: Have a (Lesson) Plan

Library Workshop Lesson Plan

Course Title		
Instructor Name		
Lesson Title and Date of Session		
Librarian Name		
Teacher Materials		
Student Materials		
Preparation for Class		
Outcomes to be Taught & Assessed		
How Librarian Will Know the Outcomes are Achieved		
Big Picture	Learning that Transfers to Life (Academic or Otherwise)	
	Knowledge & Skills Needed to Attain Transferable Learning	
Introduction		Time

Introduction		Time
Teaching Strategy 1		Time
Comprehension Check		Time
Transition		Time
Teaching Strategy 2		Time
Comprehension Check		Time
Transition		Time
Teaching Strategy 3		Time
Comprehension Check		Time
Closing		Time
Learning Assessment Short Term		
Learning Assessment Long Term		
Things to Remember for Next Time		

Lesson #4: Have a (Lesson) Plan

Analyzing Lesson Plans:

- **Learning styles**
- **Teaching strategies**
- **Assessment approaches**
- **Learning activities**
- **Student learning outcomes**

Lesson #5: Go With Evidence, Not Your Gut

Evidence-based practice is important!

Needs assessments create the opportunity for focused instruction on what students need to learn rather than boring students with information they already know.

By assessing prior knowledge you demonstrate respect for students and their previous experience.



Lesson #6: You Should Not Be Tired



<http://images.mnn.com/sites/default/files/why-i-so-tired.jpg>

Active Learning Strategies



<http://gettingsmart.com/wp-content/uploads/2013/03/Learning-Featured1.jpg>

Teaching Using Case Studies

- Case narrative
- Outcome-based case questions
- Small group work
- Case debriefing



Lesson #7: Your Enthusiasm is Contagious

Enthusiasm:

- Authentic & Humanizing
- Amplifies
- Reciprocal & Nurtures
- Grounded In Reality & Risky
- **DISCOVERY**



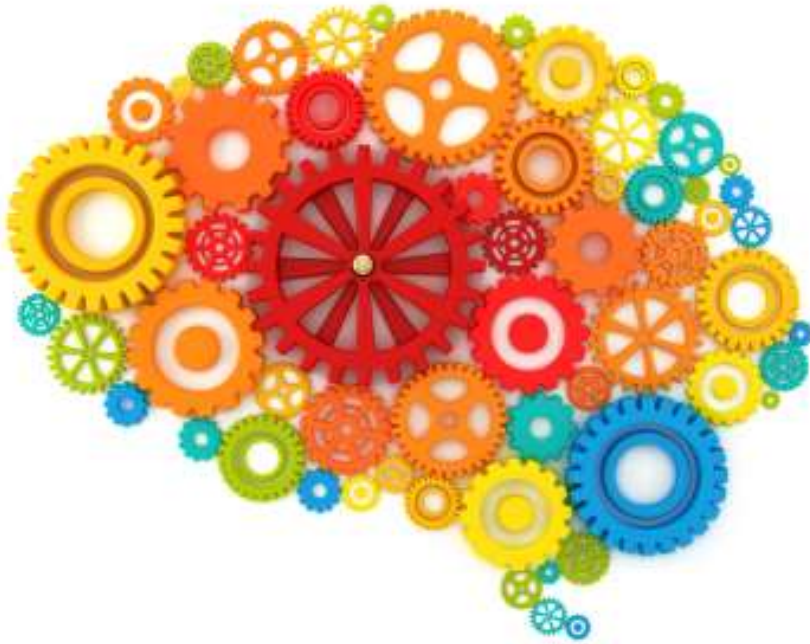
Lesson #8: Faculty Are Your Friends

- **Work on their level.**
- **Don't be afraid to team teach or go it alone.**



<http://www.herworldplus.com/sites/default/files/tackle%20your%20toxic%20colleagues.jpg>

Lesson #9: Integrated, Not Separated



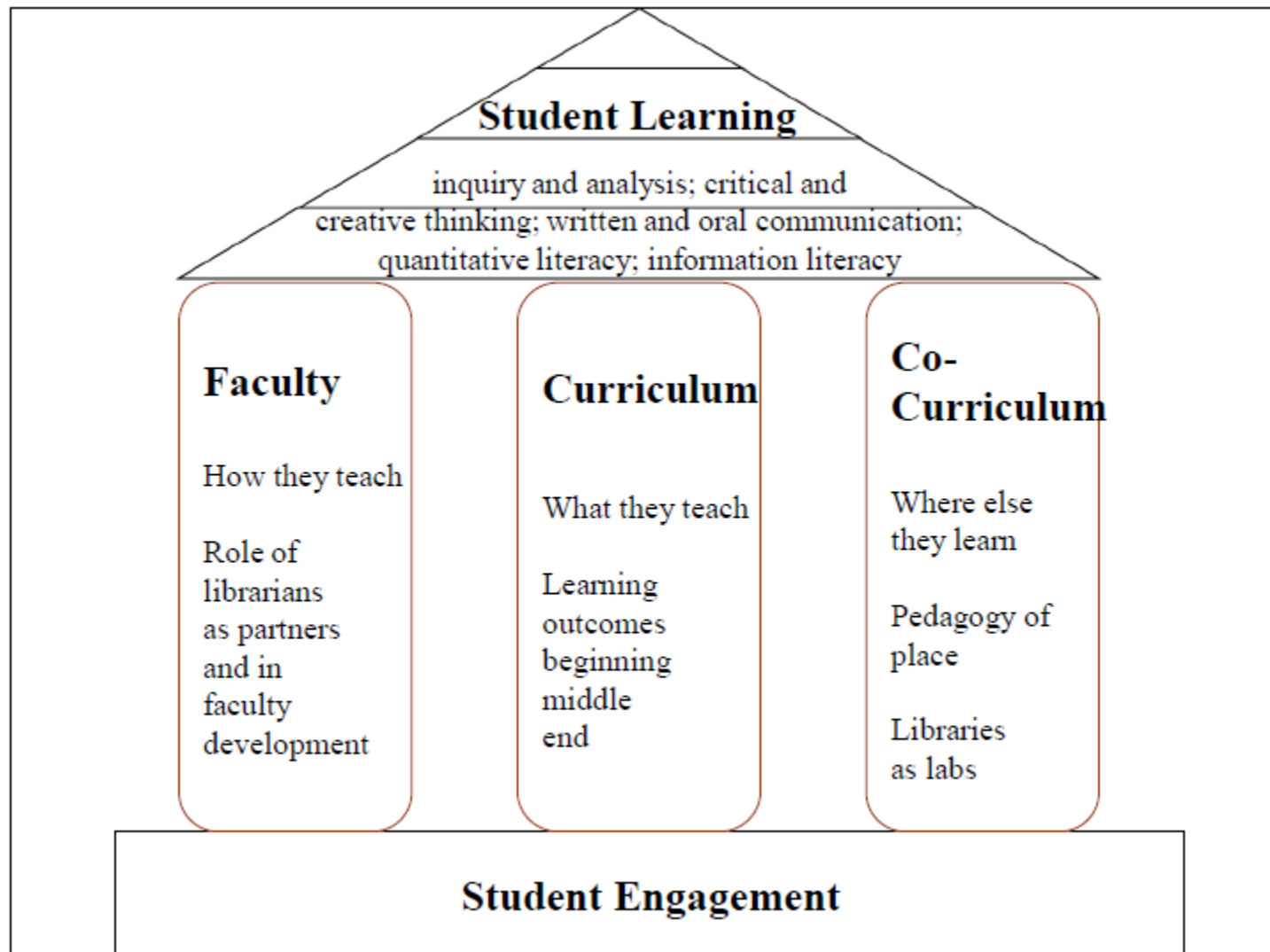
Integrating Information Literacy

Product  **Process**

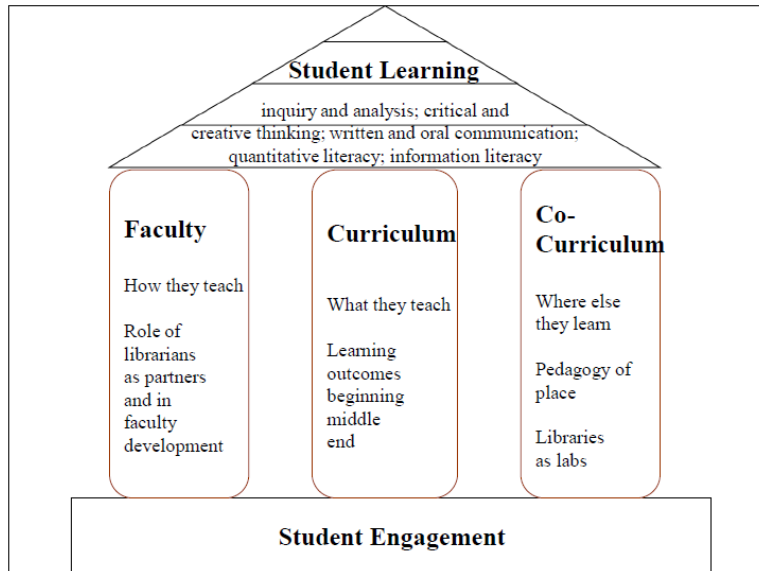
Authentic Alignment

Deepening Partnerships

Lesson #10: Your Teaching Matters to Your Institution



Lesson #10: Your Teaching Matters to Your Institution



The House, Not the Room

Key Partners, Not Supporters

Integrating Outcomes in All Levels

Think Beyond the Task

?



Read More!

Oakleaf, Megan, Hoover, Steven, Woodard, Beth, Corbin, Jennifer, Hensley, Randy, Wakimoto, Diana, Hollister, Christopher V., Gilchrist, Debra, Millet, Michelle, Iannuzzi, Patty. "Notes from the Field: 10 Short Lessons on One-Shot Instruction." *Communications in Information Literacy*. 6(1). 2012.



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