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

http://www.homesanctuary.com/.a/6a00d8341cc30c53ef012877a7158d970c-450wi
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?

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.

http://4.bp.blogspot.com/-1zsB0ZTGAI/T98tuDJolzI/AAAAAAAATI/LqFWYgnWiGE/s320/Not+like+the+other.png
Lesson #2: Some Students Learn Like You Do. Most Don’t.

The Kolb Cycle of Learning

- Concrete Experience - Learning by Experiencing
- Reflective Observation - Learning by Reflecting
- Abstract Conceptualization - Learning by Thinking
- Active Experimentation - Learning by Doing
Lesson #2: Some Students Learn Like You Do. Most Don’t.

Learning by Experiencing

Continuum of Acquiring Information

Learning by thinking or abstractions
Lesson #2: Some Students Learn Like You Do. Most Don’t.

Discussing
Questioning
Learning with others
Role playing

Conceptual overviews
Processing time alone
Highlight patterns
Lesson #2: Some Students Learn Like You Do. Most Don’t.

Continuum of Processing Information

Learning by doing

Learning by watching and listening
Lesson #2: Some Students Learn Like You Do. Most Don’t.

Continuum of Processing Information

- Solve problems
- Apply skills in new areas
- Experimentation

- Observing
- Brainstorming
- Use of adjectives and sensory words
- Lectures
- Thinking and writing time

[Diagram showing the continuum with triangles on both sides]
Lesson #2: Some Students Learn Like You Do. Most Don’t.

The Kolb Cycle of Learning

- Concrete Experience - Learning by Experiencing
- Reflective Observation - Learning by Reflecting
- Abstract Conceptualization - Learning by Thinking
- Active Experimentation - Learning by Doing
Lesson #3: If You’re Not Assessing... You’re Not Teaching
“ADDIE”
1. Analysis
2. Design
3. Development
4. Implement
5. Evaluate

“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)

-- Grant Wiggins & Jay McTighe
What are good artifacts of student learning for assessment?

- 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

- group projects
- performances
- portfolios
- library assignments
- worksheets
- concept maps
- citation maps
- tutorial responses
- role plays
- lab reports
- blogs
- wikis

Assess Artifacts with Rubrics

www.railsontrack.info

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 a 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!
Lesson #3: If You’re Not Assessing... You’re Not Teaching
Lesson #4: Have a (Lesson) Plan

Library Workshop Lesson Plan

<table>
<thead>
<tr>
<th>Course Title</th>
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<tbody>
<tr>
<td>Instructor Name</td>
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<tr>
<td>Lesson Title and Date of Session</td>
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<tr>
<td>Librarian Name</td>
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<td>Teacher Materials</td>
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<td>Student Materials</td>
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<td>Preparation for Class</td>
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<td>Outcomes to be Taught &amp; Assessed</td>
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<td>How Librarian Will Know the Outcomes are Achieved</td>
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<table>
<thead>
<tr>
<th>Big Picture</th>
<th>Learning that Transfers to Life (Academic or Otherwise)</th>
<th></th>
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<tbody>
<tr>
<td></td>
<td>Knowledge &amp; Skills Needed to Attain Transferable Learning</td>
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**Introduction**

**Time**
<table>
<thead>
<tr>
<th>Introduction</th>
<th>Time</th>
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<tbody>
<tr>
<td>Teaching Strategy 1</td>
<td>Time</td>
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<tr>
<td>Comprehension Check</td>
<td>Time</td>
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<tr>
<td>Transition</td>
<td>Time</td>
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<tr>
<td>Teaching Strategy 2</td>
<td>Time</td>
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<td>Comprehension Check</td>
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<tr>
<td>Transition</td>
<td>Time</td>
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<td>Teaching Strategy 3</td>
<td>Time</td>
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<tr>
<td>Comprehension Check</td>
<td>Time</td>
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<tr>
<td>Closing</td>
<td>Time</td>
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<tr>
<th>Learning Assessment</th>
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<td>Short Term</td>
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<td>Learning Assessment</td>
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<tr>
<td>Long Term</td>
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| 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

Active Learning Strategies
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

http://29.media.tumblr.com/tumblr_ktw8yvXR681qasjrlo1_500.jpg
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

Student Learning
- inquiry and analysis
- critical and creative thinking
- written and oral communication
- quantitative literacy
- information literacy

Faculty
- How they teach
- Role of librarians as partners and in faculty development

Curriculum
- What they teach
- Learning outcomes beginning middle end

Co-Curriculum
- Where else they learn
- Pedagogy of place
- Libraries as labs

Student Engagement
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
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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