



Teaching LIS Students to Teach



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ALISE 2011

- How do we give students experience teaching? (already overloaded)
- Supporting peer teaching?
- Integrating practical experience
- Integrating instruction into reference courses?
- How do we help students recognize the value of instruction coursework?
- Instruction into archival studies?
- Teaching one database as basis for instruction
- Allowing choice within the course; building relevance



Agenda

Introduction

Lightning Topics

- “To Textbook or Not, That is the Question: Selecting Course Materials”
- “They Told Me I Should Learn to Teach: Addressing Student Anxiety”
- “I Don’t Know if They Got It: Teaching Assessment and Evaluation”

Group Discussions & Report Out



To Textbook or Not, That is the Question: Selecting Course Materials

Jim Elmborg

ALISE 2011



They Told Me I Should Learn to Teach: Addressing Student Anxiety

Melissa A. Wong

ALISE 2011



Images: <http://www.freedigitalphotos.net>













“Meg told me
I had to take this course.”

Developing Teacher Identity

How do we help students...

- ...see themselves as teachers?
- ...develop a personal style of teaching?
- ...have confidence in their own efficacy.



I Don't Know if They Got It: Teaching Assessment & Evaluation

Megan Oakleaf
ALISE, 2011



Assessment

- How do you know your learners have actually learned what you set out to teach?
- How do you know each of your outcomes have been met?
- How do you know if you need to make revisions before you teach this again?
- How can you justify the expense of instruction?



“Understanding by Design”

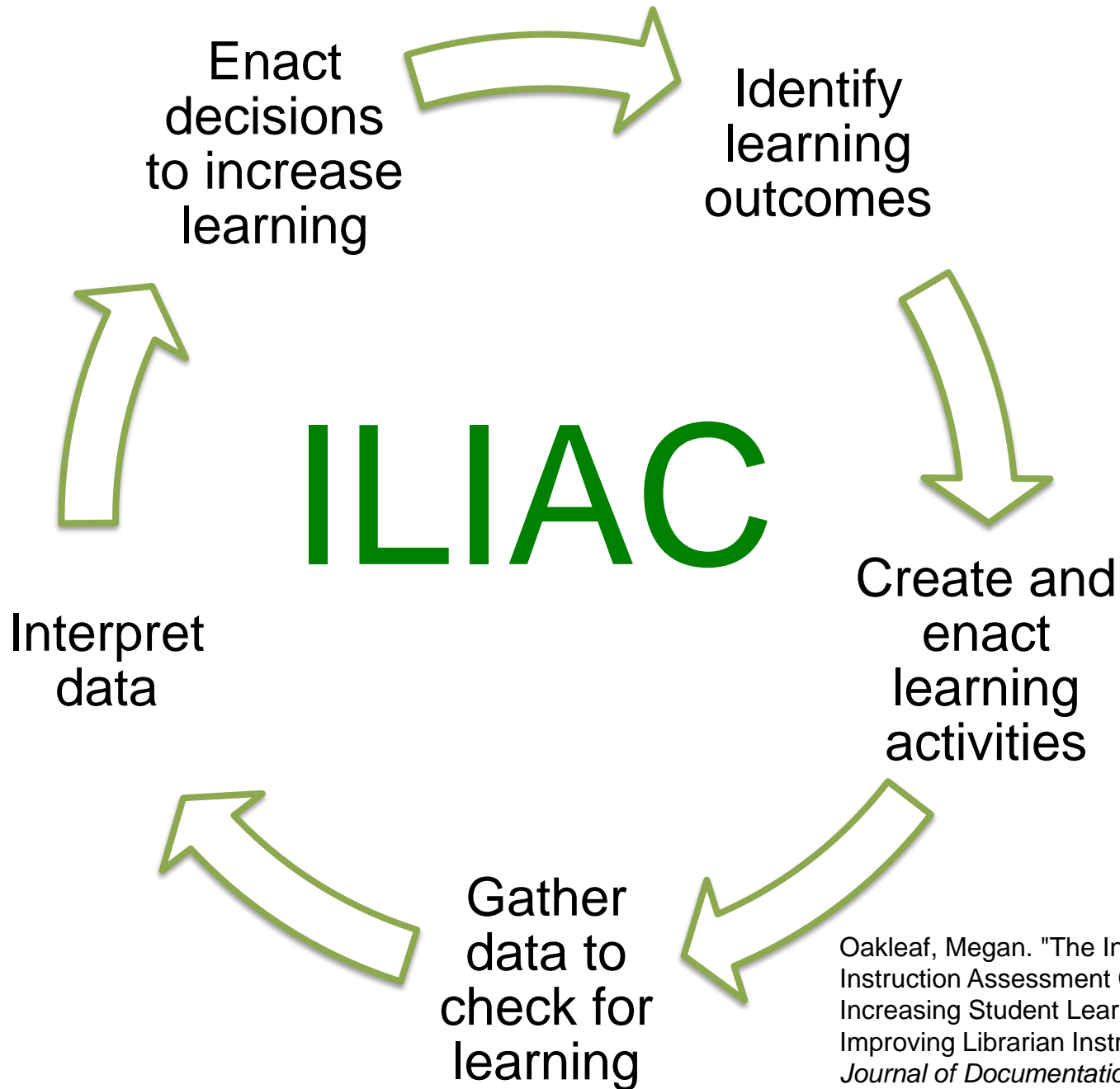


- What do you want students to learn?
- What does learning look like?
- What activities will show learning?
- Are there activities that will help students learn and, *at the same time*, provide assessment data?



Outcomes Assessment vs. Learner Satisfaction

- Satisfaction does not equal learning
- Other factors can impact
 - Instructor enthusiasm
 - Student expectations
 - Tendency to over-report satisfaction



Oakleaf, Megan. "The Information Literacy Instruction Assessment Cycle: A Guide for Increasing Student Learning and Improving Librarian Instructional Skills." *Journal of Documentation*. 65.4. 2009.



Tools for Assessing Learning

- Teaching Strategies that Engage Students
- Performance Assessment & Rubrics
- Classroom Assessment Techniques
- Tests
- Self-Report





Product vs. Process





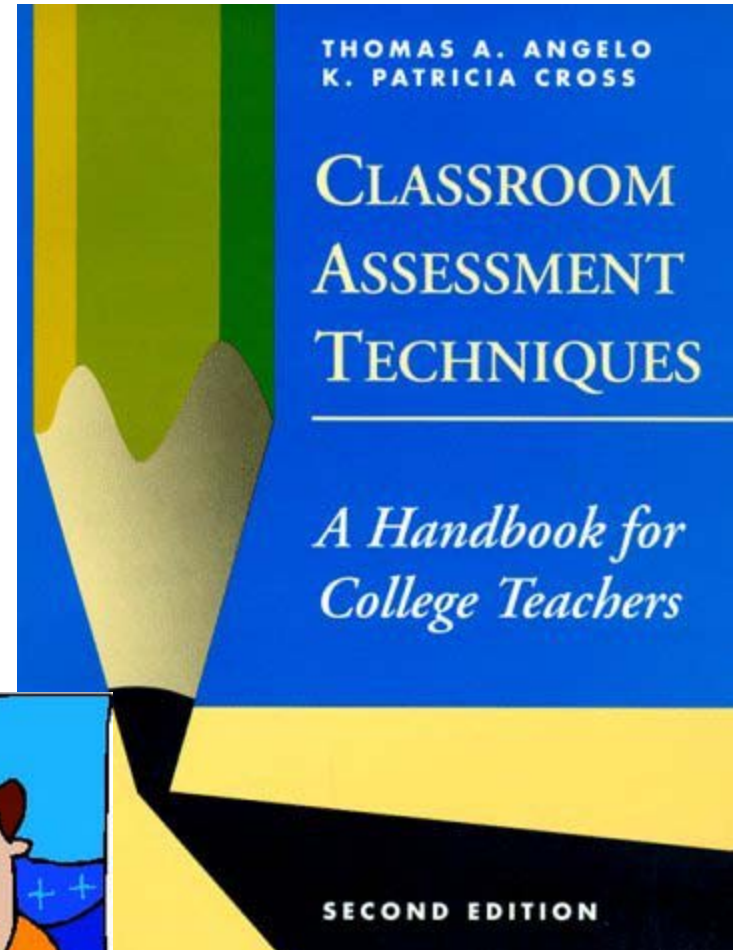
What are good artifacts of student learning for assessment?

- | | |
|--|--|
| <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 |
|--|--|



Tools for Assessing Teaching

- Tools for assessing learning
 - Especially CATs
- Videotaping
- Peer feedback





Now, what do I do with this assessment data?

3 choices

- Improve instruction
- Improve the assessment
- Throw a party!





Standards for Proficiencies for Instruction Librarians and Coordinators

Assessment

- 2.1 **Designs effective assessments** of student learning and uses the data collected to guide personal teaching and professional development.
- 6.4. **Assists learners to assess their own information needs**, differentiate among sources of information and help them to develop skills to effectively identify, locate, and evaluate sources.
- 9.5. Practices or **refines instruction content** as necessary in order to achieve familiarity and confidence with planned presentation.
- 12.6 **Reflects on practice** in order to improve teaching skills and acquires new knowledge of teaching methods and learning theories.



How do we help students...

- View learning assessment as integral to good teaching?
- Merge assessment with teaching methods (so that assessment is NOT an add-on)?
- Acknowledge the importance of finding out that some instruction may not be effective & create plans for change?
- Roll up individual learning assessments into a narrative that demonstrates & communicates library value?



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