Keeping Students Awake!

Designing learner-centered library instruction for one-shots, courses taken for credit, and everything in between.

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“A man who carries a cat by the tail learns something he can learn in no other way.”

— Mark Twain
Our process is easy

1. first
Recap backward design and work in groups to use this to design a IL course/module or session.

2. then
Examine three common learning theories and see how they inform our teaching.

3. finally
Systematically work thorough a process of instruction design for any teaching situation.
Backward Design

Begins with the objectives of a unit or course—What will students learn?

and then proceeds "backward" to create lessons that achieve those desired goals—how will they learn it?
Backward Design

1. Identify desired results
2. Determine acceptable evidence
3. Plan learning experiences and instruction

Wiggins and McTighe (2005)

Your Model?
PAR
5 E Instruction Model
After meeting with a group of your faculty, they express a need for students to learn about issues that relate to information within their discipline and the Digital Age. They suggest that the libraries assist with this teaching. Either through credit course, co-teaching a credit course, teaching a seminar, a series of workshops, or one-shot sessions.

- **Beyond Facebook- Privacy, Copyright and Open access.**
- **Media and Information in the Digital Age.**

Take a close look at the model templates and select one that you will use to design your instruction.
89,526,124

Whoa! That’s alot, your students will learn many things!
Learning Outcomes

Describe what the students will demonstrate in terms of knowledge, skills, values upon completion of the instruction.

Why are they important?

Relationship with the ACRL Framework (Previous Session)

- Present implicitly, whether or not they are formally articulated
- Essential for teaching, assessment, and communication to students and administrators
- Specific and measurable
Small Group Activity: Write two learning outcomes for the course/module/session.

Group Reflection: Share the learning outcomes. What is the most difficult part of developing outcomes?

• *Beyond Facebook- Privacy, Copyright and Open Access*

• *Media and Information in the Digital Age.*
What did they Learn?

How can we assess learning?
What assessments are appropriate for different outcomes?
Formative vs Summative
How do we use assessments to inform instruction?
Small Group Activity: Design assessments for one or both learning outcomes.

Large Group Reflection: Q & A
Teaching Strategies

Teaching Learning that facilitates
Learning Theories

**Behaviorism**
human behavior is learned and can also be unlearned, and replaced by new behaviors.

*Watson; Skinner*

**Cognitive Learning**
learning occurs in the mind, at distinct developmental stages.

*Piaget, Bandura*

**Social Constructivism**
knowledge is constructed and learning occurs when students create products or artifacts that are personally relevant and meaningful.

*Dewey; Vygostky*
**Large Group Activity:** What learning theories do you relate to and which teaching strategies are informed by these theories?

**Small Group Activity:** Select teaching strategies to teach the learning outcomes in your instruction case. Explain the influence of the theories on your selections. (Handout/online resources)

**Large Group Reflection:** Share what strategies were selected and why? How do the teaching strategies relate to student learning and your learning outcomes?
Worktime

Small group or individual activity

Use a template (or not!) to develop an outline for a course, module, one-shot. (20 mins)

- Pitch the lesson, to the large group (Faculty) (5 mins)
Our process is easy

1. first
   Begin with Learning Objectives

2. then
   Determine the evidence and Develop assessments

3. then
   Develop or adapt a Instruction Model

4. finally
   Select teaching Strategies

Teach and Reflect
Readings


