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Notes From the Field: 10 Short Lessons on One-Shot Instruction

Megan Oakleaf
Syracuse University, moakleaf@syr.edu

Steven Hoover
University of Nevada, Las Vegas, hoovsj@gmail.com

Beth S. Woodard
University of Illinois at Urbana-Champaign, bswoodar@illinois.edu

Jennifer Corbin
Tulane University, jcorbin@tulane.edu

Randy Hensley
Baruch College, randy.hensley@baruch.cuny.edu

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Authors

Megan Oakleaf; Steven Hoover; Beth S. Woodard; Jennifer Corbin; Randy Hensley; Diana K. Wakimoto; Christopher V, Hollister; Debra Gilchrist; Michelle Millet; and Patricia A. Iannuzzi

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Jennifer Corbin
Tulane University

Randy Hensley
Baruch College

Diana Wakimoto
San Jose State University

Christopher V. Hollister
University at Buffalo

Debra Gilchrist
Pierce College

Michelle Millet
John Carroll University

Patty Iannuzzi
University of Nevada, Las Vegas

Librarians teach. It might not be what we planned to do when we entered the profession, or it may have been our secret hope all along. Either way, we teach. We teach users of all types, including students, faculty, and our co-workers. We teach in multiple venues including classrooms, reference desks, face-to-face, and online. While the variety of teaching audiences and environments are endless, one teaching scenario remains quintessential: the one-shot library instruction session. No one knows better than librarians the limitations of this format, yet it remains central to our teaching efforts.

In recognition of the unremitting persistence of the "one-shot," a number of your librarian colleagues have come together to share a few "notes from the field" that we learned as librarians and teachers. We offer these insights in our own words in hopes that other teaching librarians may benefit. As an entry point to the notes, we offer a highly, but not wildly, exaggerated excerpt from a conversation we all have had:

> Librarian: Next Thursday sounds great, professor. I can't wait to work with your students!

> Professor: Well, I think it's very important that the students visit and learn about the library, especially in their first year. You are all so helpful.

> Librarian: Aww, thanks. It's what we do! So, we should probably talk about the session. I've had a look at your syllabus and the assignment and have a few ideas of what to cover, but I wanted to hear what ideas you had, too! We're all in this together, after all.

> Professor: I'm glad you asked. This is the major assignment for the course, so

there's quite a lot involved. Let's see… Well, the students will need to be able to develop search strategies, generate keywords, and use the databases. I really like the MLA International Bibliography, so show them that, and make sure they know how to use all of the features. Actually, they should probably also know how to use Scopus, Academic Search Premier, CQ Researcher, EconLit, EEBO, SciFinder Scholar, Web of Science, Factiva, and Lexis-Nexis. They are writing an annotated bibliography that will be due the following day, so please don't forget to talk about how to evaluate information. Last semester, they had trouble with that. They will also need to know how to construct an annotation; we don't go over that in class. And citations! Citing is important. They'll be using a hybrid of APA and MLA, so be sure to cover both. Ah, I almost forgot the books. I love books, and I know the students do too, so talk about the library catalog! Why don't you show them around the stacks too? My students say they love books but can't seem to ever find them. Actually, a tour in general would be great. You do that right? Right. Oh, and the students won't know their topics when they arrive and likely won't have any idea why they are there.

> Librarian: [Incredulous silence.]

> Professor: You still there?

> Librarian: [Sound of a forehead hitting a keyboard.]

Hopefully, a conversation this rough only happens in the nightmares that have replaced the ones you used to have about your high school math class. Still, there is

probably enough truth in the exchange to stimulate a little nervous laughter, a few tears, or some combination of the two. We all have found ourselves in equally challenging instructional situations and through our struggles, we have developed coping mechanisms. Some librarians keep small brown paper bags in their desk drawers, but there are approaches to instruction that don't involve hyperventilation! The following notes provide a range of strategies for developing pedagogically sound one-shot library instruction sessions or perspectives on how librarians can enhance their impact on the educational experiences of their students. They can be grouped loosely into three categories: planning, delivery, and integration.

PLANNING

Note #1: "Less is more… right?"
by Steven Hoover

A few things to remember, courtesy of the wisdom of Wiggins and McTighe's *Understanding by Design*:

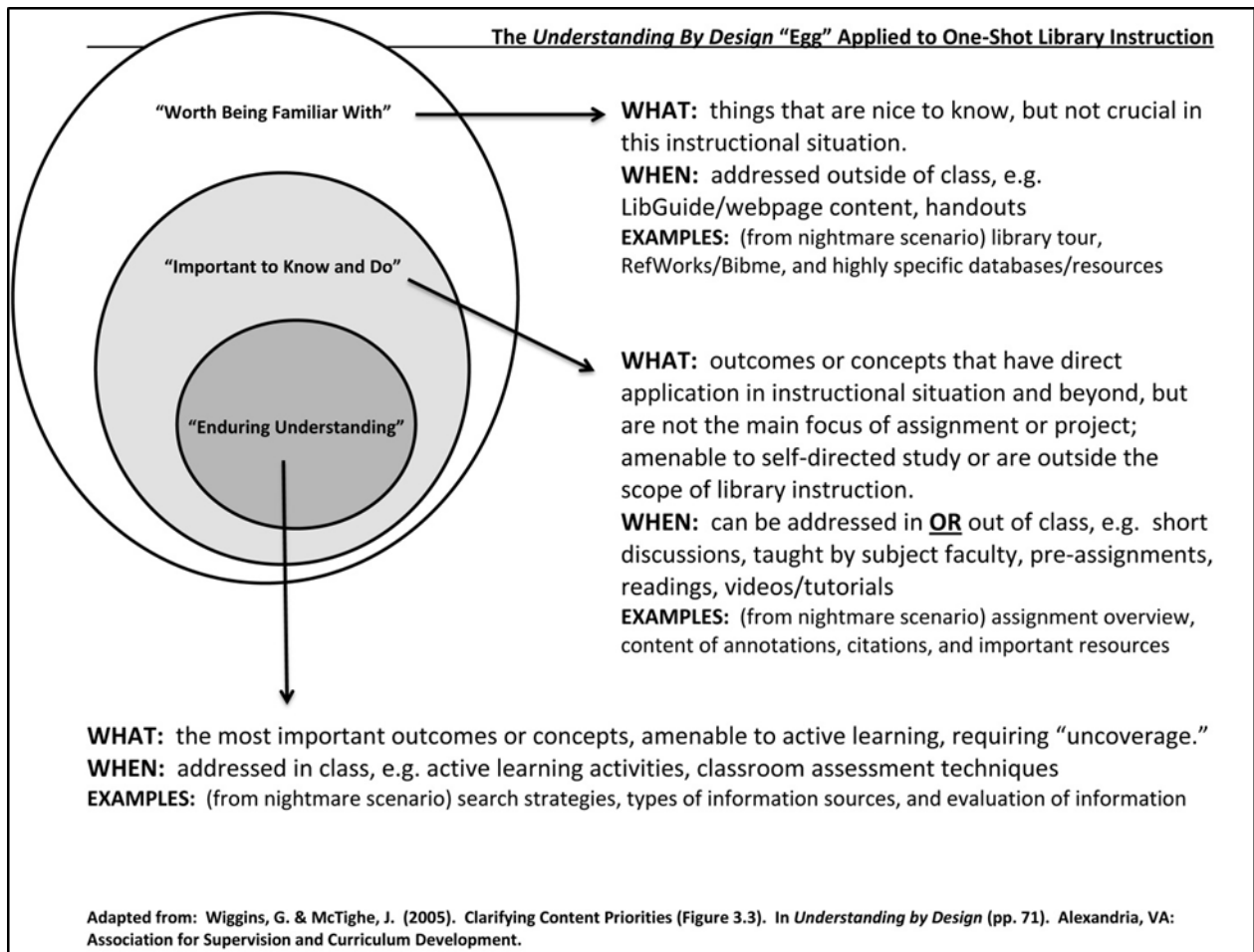*We are teaching students research and information literacy skills, not nurturing proto-librarians.*

Sure, it might make us feel all warm and fuzzy if they did want to become librarians, but alas, the world needs doctors, database administrators, forest rangers, graphic artists, and nuclear physicists as well. Everyone needs to be familiar with a subset of our skills to make their way in the world, but they certainly don't need to have the same depth of knowledge and expertise to be successful. This includes our students. Start by thinking about what your students actually need to know at the end of your time together. What do they need to know to

be successful in this particular class? What do they need to know at this particular point in their trajectory through the minefield of higher education? Be honest. Do first-year undergraduates really need to comprehend the entire scope of the library's resources, use every feature and limiter of Academic Search Premier, utilize the full-functionality of RefWorks, and understand the intricacies of the scholarly publishing cycle in order to find a few reliable sources that examine the current state of same sex marriage? Of course not. Would it be beneficial for them to learn all that we can teach them about the most efficient and comprehensive way to do so? Sure, but that's not realistic given the time constraints we often work within. We need to teach to the levels and needs of our students, so careful consideration of those levels and needs is crucial to developing any plan for instruction. Doing so will help clarify priorities for what actually needs to be learned as opposed to what would be nice to learn.

If it doesn't fit, offload it.

If you've narrowed down to the essentials, but still find yourself overloaded, the next step is to decide what to do in class and what to do outside of class. Understanding by Design provides us with guidance. Consider which of your outcomes and content require "uncoverage"; that is, they are not obvious in and of themselves and probably require hands-on practice or discussion and interaction for students to achieve some level of understanding. If an outcome or chunk of content requires "uncoverage," or is especially amenable to active learning, it is a great candidate to remain on your in-class plan (See Figure 1). This is especially true of skills or ideas that are readily transferrable to other contexts (the next assignment, the next class, their life outside academia, etc.). If neither of

FIGURE 1—THE *UNDERSTANDING BY DESIGN* "EGG" APPLIED TO ONE-SHOT LIBRARY INSTRUCTION

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

"Worth Being Familiar With"

"Important to Know and Do"

"Enduring Understanding"

WHAT: things that are nice to know, but not crucial in this instructional situation.
WHEN: addressed outside of class, e.g. LibGuide/webpage content, handouts
EXAMPLES: (from nightmare scenario) library tour, RefWorks/Bibme, and highly specific databases/resources

WHAT: outcomes or concepts that have direct application in instructional situation and beyond, but are not the main focus of assignment or project; amenable to self-directed study or are outside the scope of library instruction.
WHEN: can be addressed in **OR** out of class, e.g. short discussions, taught by subject faculty, pre-assignments, readings, videos/tutorials
EXAMPLES: (from nightmare scenario) assignment overview, content of annotations, citations, and important resources

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
EXAMPLES: (from nightmare scenario) search strategies, types of information sources, and evaluation of information

Adapted from: Wiggins, G. & McTighe, J. (2005). Clarifying Content Priorities (Figure 3.3). In *Understanding by Design* (pp. 71). Alexandria, VA: Association for Supervision and Curriculum Development.

these things is true about the particular outcome or content under consideration, it is probably a great candidate for a pre-assignment, handout, course page, or tutorial. Think about "the flipped classroom." What content or instruction can you move out of class to create space for active learning and engagement? Encourage the students to prepare before class by reviewing content or to follow up after class. Remember, they are given homework all the time! Self-directed study is a perfectly acceptable way to free up some class time. Another great option is your partner in crime, the subject faculty.

Think about what they can teach, or probably already are teaching, in the class. They would not hesitate to suggest that you cover something in the library session, so you should feel free to suggest the same, just be prepared to generate ideas about how to integrate the outcomes or content into their instruction.

This is certainly not always easy to do and may not work out exactly as you had hoped on the first try, so it is important to remember that, more than likely, the session that you are planning is not the last time that the students will ever have the opportunity

to learn something. It often feels this way, so we do our best to teach everything in a single shot, but sometimes not making any choices about what to teach can be just as damaging as making the wrong choices!

Note #2: "Some students learn like you do. Most don't."
by Beth Woodard

When people talk about learning styles, they often imply that we should accommodate every student's unique learning style every time we teach and for every topic that we teach. However, there are over seventy different learning style inventories, each advocating that teachers engage a different set of student preferences and styles. As teachers, many of us throw up our hands in despair, feeling that we can never adequately understand the learning preferences of students we may only see for brief periods of time.

Instead of seeking to engage a variety of learning styles, we tend to base our instructional patterns and choices on our own learning preferences. For example, librarians who like to dive right in and experiment in a database may skip the conceptual thinking that some students need to analyze a problem. Unfortunately, this causes those students to struggle, perhaps needlessly. On the other hand, the students who prefer to go right to the searching (like the teacher) also lose; if their preferred learning style is the only one addressed, they miss the opportunity to develop skills associated with other learning approaches, including reflective observation.

Usually, in a one-shot context, we can't know the preferences of each and every individual student, nor can we incorporate all learning styles. Still, we can use what we know about learning styles to provide students with a variety of ways to learn and interact with content. We can include activities that are comfortable and natural to them, which help them capitalize on their strengths. We can include activities that are less natural where students are less comfortable or might actually experience some failure. Doing so helps students become better learners by building skills, abilities, and persistence. Examining information in a variety of modes and formats gives students the opportunity to build a much richer understanding of a topic. It also makes it more likely that the content that we teach "sticks," because they've interacted with it in more than one way.

As an example, let's consider one learning style inventory. David Kolb developed a learning style inventory based on how we perceive information and how we process it, and he suggests that students learn new tasks best when given practice in all four modes. Kolb believes that students have personal, concrete experiences that engage their feelings about a particular learning situation. According to Kolb, students can be encouraged to reflect and develop abstract principles that can be learned from concrete experiences. Students should then be encouraged to try out these new principles in different environments to test out the theories they create.

Now, for a moment, don't think about the fact that some students prefer one learning approach or another. Instead, focus on the idea that all students learn better when information is presented in different ways and when they interact with the information and concepts in different modes. In the context of Kolb's learning inventory, that means that we should consciously combine "concrete experience" with "active experimentation," "reflective observation,"

and "abstract conceptualization" learning approaches.

When I teach students about searching for articles, I balance Kolb's approaches by asking them questions about their past (concrete) experiences in searching, or work through an example with them and attempt to help them draw general (abstract) concepts from personal observations. I ask questions like, "What happens when you add more synonyms using the OR connector?" or "What happens when you add another concept? Do you get more articles or fewer articles?" Then, I encourage them to do more searches and try out what they've just expressed as a search strategy. When students construct these conceptual approaches themselves, rather than listening to my experiences, they are more likely to retain these skills and use them later.

So, instead of trying to incorporate all learning styles or designing instruction that only applies to us, a more useful way to think about learning styles is this: don't focus so much on the styles of individual students, but instead acknowledge that all students need to expand their ability to learn and the ways in which they learn. For every topic we introduce, we need to provide a variety of experiences—personal, direct experiences, reflection time, concepts, and active learning.

Note #3: "If you're not assessing, you're not teaching."
by Megan Oakleaf

It's easy to think of assessment as an "add-on"—the last part of the teaching cycle and the one that no one has time for. It's hard and time-consuming enough, some librarians argue, to engage students in active learning. Once you do that, they say, there's

no time for assessment. And it's true, if one teaches according to a traditional instructional design framework, making time for assessment can be a real challenge. But when librarians embrace an "assessment for learning" approach, they assess and teach simultaneously. The methods they use to teach are also the methods they use to gather assessment data. The two processes become one. Essentially, you're not really teaching if you're not also assessing.

So how does one teach and assess simultaneously? First, you have to know what you're trying to teach. This is also known as having an outcome or two, or maybe even three. Not 5 or 8 or 10. Then, you determine how you'll know that the students have achieved that outcome. What will you look for? What will you be able to observe them doing? It is difficult, for instance, to know if students are learning when they are sitting quietly and listening to you. In this situation, you have nearly no evidence that they are learning. They are sitting. They are not speaking. That's all you know.

For you to know that students are learning, they have to actually do something that shows you whether or not they are learning. They have to take some kind of action— perhaps by saying or writing something, by moving or organizing something, by choosing or not choosing something—and this action should be observable in some way. This process, where a teacher engages students actively in the learning process is known as "active learning," but it could also be known as "active assessment." The moment that students actively engage in learning, they are also providing you, their teacher, with assessment data that can be used to tailor instruction immediately or over the long term to understand what students know or are able to do and how

future instruction can be improved.

Thus, the second step in pairing teaching and assessment is to design learning experiences that actively involve students in their learning and provide opportunities to assess that learning. Using this approach, one experience can do double duty. If you want to teach students to distinguish between popular and scholarly sources, you develop learning/assessment experiences that engage students actively. This may mean you lead students to 1) list hallmarks of scholarly sources, 2) divide a stack of print publications into popular and scholarly categories, 3) examine a student-generated bibliography and determine which sources are scholarly based on their citations, or 4) find scholarly articles on their topic and provide a rationale for their selection based on scholarly criteria in a research log. In each of these scenarios, students are learning as they take part in distinguishing between popular and scholarly—not reading about distinguishing or listening to someone else talk about distinguishing but actually participating in the process themselves. At the same time, you as their teacher are collecting data about their ability to achieve this outcome (to distinguish between popular and scholarly). You may 1) compare a student-generated list of hallmarks to a prepared checklist, 2) photograph the stacks of popular and scholarly print publications, 3) use a student response system to poll accurate selection of scholarly sources on a bibliography, or 4) assess research log entries using a rubric. All of these options pair teaching with assessment. All of them help students learn and provide you with data about the degree to which they have learned. And the more you know about how much students have learned and how much they have yet to learn, the better teacher you can be.

Of course, once you have this assessment data, it only makes sense to track it over time or programs, and organize your data by outcome. So the third step is to gather all your data on distinguishing popular and scholarly materials together (perhaps across multiple sections, courses, majors, or years), or to go one step further and categorize this evidence more broadly by including it with other data about students' ability to evaluate information. Tracking evidence of learning can be made easier with the use of an assessment management system, but that's a topic for another day. Once assessment data is recorded and organized around outcomes, whether you use an assessment management system or not, you can compile and communicate what you know about student achievement of learning outcomes to your colleagues, disciplinary faculty, and the students themselves. Chances are, a variety of stakeholders throughout your institution are interested in student outcomes focusing on the ability to evaluate information in the context of inquiry, problem solving, critical thinking, quantitative reasoning, and other similar outcomes. Having outcome assessment data in these areas makes your work relevant and impactful on an institutional level. But that's also a topic for another day.

The main idea is this: Being a good teacher means using active learning techniques that enable students to learn and be assessed simultaneously. Students can learn while they're being assessed, and so can we—we learn what they know and can do, what they don't know and can't do, what we've taught well, and what we can teach better next time. In short, the better you assess, the better you teach.

Note #4: "Have a (lesson) plan."
by Jennifer Corbin

"Winging it" in the classroom does not work for me. When I first started teaching, my approach to instructional design was to write down every word I would say during the class and practice it over and over. Once I got comfortable with presenting the material, I quickly became frustrated. I had no idea if my students were learning anything! After speaking with other librarians, talking to professors who were recognized as excellent teachers, reading the professional literature, and participating in some very focused professional development (e.g., the ACRL Institute for Information Literacy Immersion Teacher Track), I changed my approach. I began teaching rather than making a presentation. That began with writing lesson plans to prepare for class.

My lesson plans include learning outcomes, a teaching strategy focused on student learning, and some type of assessment of the learning. These are the basic building blocks. And of course, I have a space to record the name of the professor, the name of the course, the date and time of the workshop, how many people attended, and so on.

I start with a short introduction, including an overview of what students will learn in the session and how that relates to the course. Next, I list the first learning outcome, the teaching strategy and the assessment and a transition. This is repeated for the remaining outcomes. This approach lends itself to breaking up the session into chunks rather than presenting everything at once and leaving time at the end of class for people to "practice." Why break the workshop into chunks? Because people have short attention spans. Are students going to

remember how Boolean operators work when they have to wait 20 minutes to try them out? Doubtful. Breaking the session into 7 to 10 minute chunks makes it easier to keep students' attention and hold it for the entire session. You can design your session so students immediately apply a new concept and actively engage in creating new knowledge for themselves.

When planning a lesson, I estimate the amount of time each activity will take. When I'm trying out something new, I may have to guess, but it's worthwhile to think about. If my mini-lecture on using the thesaurus in Sociological Abstract looks like it's going to be 20 minutes, this is a sign that I need to re-think my approach. Tracking the time helps me to determine how many learning outcomes I can really fit into the time available. It's also helpful when I give a colleague my lesson plan and ask him/her to time the sections being observed.

For each outcome I include details on what I'm hoping students will learn and how I will know they learned them. Depending on the teaching strategy, I may have a list of examples to show during a demonstration or a note to myself to make sure students understand the directions I provide for the activity they will complete. Because I build the assessment into the activity, I include a list of what will tell me that the students have learned the concept. This could be that students correctly filled in a worksheet or that they were able to answer a series of questions. I also ask if students have questions about what they just learned before moving to the next part of the lesson.

After the session, I write down what worked, what didn't, what I want to remember the next time I teach that session and anything else that might help to

improve student learning. Why? Because a couple of semesters ago, I retrieved my notes from the previous semester because the professor was in my office and we both remembered that something was "off" about the session. I hadn't written down *any* details. Opportunity missed! Reflecting on a session, in writing, can also provide you with insight on your growth as a teacher and could be useful in tenure and promotion dossiers.

My colleagues and I use the same lesson planning approach and format so we can share information and learn from each other. This comes in handy when someone has to be out of the office unexpectedly. For this to work well, we try to be as detailed as possible and we include a list of materials needed during the session – pens, computers, specific handouts, smart board, etc. We upload the lesson plans to a shared web space. Even if you're not sharing lesson plans with other librarians, I promise that by using them you will see an improvement in student engagement with your workshop, you'll know what students are learning, and you might even feel better about your teaching.

DELIVERY

Note #5: "Your enthusiasm is contagious."
by Randy Hensley

Once, just after completing a one-shot information literacy session, I overheard a student say to a classmate, "It was pretty boring, but the teacher was sure excited about it." Is the medium more the message than we think? It seems to be, or at least it is a key component. When I say medium in this context I mean us, the teachers. Enthusiasm, commitment, and personality contribute to student engagement. Students

engage the teacher and the content because there is something appealing. Often this appeal is based on the humanness we bring to the teaching and learning environment.

There are particular attributes of enthusiasm that matter to me.

Enthusiasm is authentic. Parker Palmer writes about authenticity—the importance of personhood in teaching. I like to remind myself about why my content and time with students matters. Why do I think the things I will teach are important? I try to think of the importance not in terms of 'shoulds' but in terms of actualities. What difference could my teaching really make? What have been my own experiences with the learning objectives I will try to achieve? Who am I as a human being in relation to this content and these students? Why do they matter to me, not as a librarian and teacher, but as a human being?

Enthusiasm is humanizing. By going through this questioning process, I humanize instruction into an opportunity to meet people, to show them who I am, and to learn a little more about who they are. It's important to remember that there are the other personhoods in the room, representing not just categories like English students, or first-year students, or international students, but individuals with all kinds of reasons for being in school and in this class. Each class can be seen as an invitation to a party where I don't know anyone. There might be someone provocative or anxious or shy or knowledgeable, and I get to meet them. I reflect on how I am like them and bring that to my attitude for the class. I try to figure out what I can do to make that sharing of who we are happen.

Enthusiasm amplifies. I relish considering the showbiz element of teaching. I get to be

myself, but bigger. I am, like any actor, speaking to a group that is comprised of individuals. I must reach the whole by reaching the parts as any good performer does. We can call this element of teaching enthusiasm: the ability to amplify who we are through technique and authenticity. Performance is not artifice. The great performers do not let the technique show but find the truth of themselves and the truth for their audience and communicate it.

Enthusiasm is reciprocal. What I give, I get. It is returned. To be present is to be attentive and receptive to the results of my enthusiasm. I want to be ready to receive student responsiveness to my efforts and to use it to invigorate myself in the actual and subsequent session I teach.

Enthusiasm nurtures. Caring is one of the most effective manifestations of enthusiasm. I locate how I care about students by recalling how I was cared for by my past teachers and also by remembering how past students have responded to my concern for their learning, their frustrations, their successes.

Enthusiasm is grounded in reality. Too often as teachers of information literacy we try to clean up the process of using information, making it too straight-forward, too pat, too subject to a mechanistic or behavioral set of actions. It is much more experimental and human than that. Learning to be information literate involves problem-solving that is often idiosyncratic with regard to seeking and using information and difficult with regard to determining alternative conceptual and procedural actions in the finding process. Try to make sessions real without being disabling to students learning new abilities or incorporating different approaches to their pre-existing abilities. Remember that

learning something new is hard, takes time, and habitually is frustrating before it is achieved.

Enthusiasm supports risk-taking. Taking risks in the classroom is one of the best ways for me to make teaching real. Doing something I am not sure will work, trying something new, being improvisational, reminds me that I am vulnerable, I am human, I am present. My risks invite students to take their own risks, to sympathize and empathize with me so that the teaching and learning experience becomes more interpersonal.

Teaching is an opportunity to discover who students are and to re-discover who I am. Being *enthusiastic* is a way to describe that amazing experience.

Note #6: "Go with evidence, not your gut."
by Diana K. Wakimoto

> Question: Why are needs assessments important, especially for one-shot classes?

> Answer: If you don't have data on the students in your one-shot class, you don't know what you should teach and you'll waste your time and theirs. Period.

While you might think you know what students want and need out of a one-shot class, you really don't unless you ask them. Rely on evidence and not your gut.

> Question: What would happen if you gave the same one-shot class your colleague just gave to a class because you haven't talked to your colleague in a few days?

Answer: You'll bore the students and wonder why no one is paying attention.

A needs assessment at the beginning of your one-shot class can help you avoid this situation.

The benefits of needs assessments are three-fold: they are fast and easy; they demonstrate your respect for students; and they enable you to become a more effective instructor.

Needs assessments can be quick and dirty and will get you immediate, actionable results. Hopefully you've already talked with the faculty member and know about the assignment the students are working on. But if you and the professor haven't been able to connect, that's okay. A needs assessment will provide the data you need in the moment. It's quite simple: ask the students what they know, what they don't, and what they want out of the session. You can simply poll the students, via clickers or hands, to find out what they already know and what they want to learn. Or you could use a short, one minute, writing exercise at the beginning to get students to tell you what they need from the one-shot class. Use whatever quick method to gather data that works for you and allows you to figure out what really needs to be covered. Maybe they know about Boolean operators, so skip them. Maybe none of them have heard of interlibrary loan, so walk them through the process of setting up their accounts.

By finding out what students need, you also demonstrate that you care enough about what they learn to involve them in the teaching and learning process. This shows your respect for crafting a one-shot class that meets their needs. This creates, at the beginning of the one-shot class, a more interactive and cooperative environment. You'll get the students talking and engaging with the materials because you'll be helping them with "just in time" instruction. There's nothing like personal relevance to get students interested in your session (and yes, I've collected evidence to back up that statement).

And, finally, conducting a needs assessment and using the results to shape your one-shot classes makes you a more effective instructor. You'll be able to tailor your one-shot classes to the students' actual needs instead of what you think they need. You'll be using evidence to make your classes relevant, engaging, and timely. That's definitely a win-win situation.

Needs assessments are just one quick and simple way to apply evidence-based practice to one-shot classes. Try it out and go with the evidence. It won't lead you astray.

**Note #7: "You should not be tired."
by Chris Hollister**

Students learn best when they are active in their own learning. This should be a no-brainer. It is a research-proven fact which is borne out in the pedagogical literature of all disciplines. Still, it is shocking to discover just how many librarians continue the disservice of providing library instruction by the rote of lecture and demonstration.

For numerous reasons, many librarians do not get it, or perhaps they do not want to get it. In my experience, ignorance plays a role; librarians in general are not formally schooled in learning theory or trained to teach. Frankly, it is also my experience that laziness and lack of imagination can be part of the equation. (Please, no hate mail. We have all seen ill-prepared and poorly

designed instruction, and we all know it is out there.) For these librarians, excuses abound (e.g. "I'm not given enough time in class/with students," "We lack necessary instructional facilities/computer labs," "Teaching faculty are uncooperative," etc.). But increasingly, I find that fear also plays a significant role—that is, fear of giving up any measure of control in the classroom and perhaps even fear of asserting the educational role of the library. Relative to all of the aforementioned reasons, I have news: Library instruction is about what is best for students, not what is easiest for librarians! And even simple and small ways of getting students to be active in their own learning substantially improves the effectiveness of library instruction.

One example of active learning pedagogy is the case study method. The ever-expanding community of instructors who use case study teaching provides some of the most compelling evidence that active learning improves student engagement and the achievement of desired learning outcomes. For those who are unfamiliar, the case method involves the use of a narrative as an instructional tool, and it is widely regarded as a highly effective active learning instrument. With the case method, students are actively involved in solving problems or "cases" that are presented in a narrative form and the instructor plays the role of a facilitator. There is a rich history of this instructional practice in business, law, and medical education, and increasingly it is being adopted by other disciplines, including library science.

So, how does one use the case method on a small scale for one-shot instruction? As we know, another tenet of library instruction is that it must be targeted to specific outcomes (e.g. course assignments that require the effective use of library source materials).

Otherwise, students gain little-to-nothing from the experience. Knowing what it is that students are required to do, find, or learn is your leverage. So, make students do the work, and in so doing, engage them in their own learning.

Instead of simply providing answers through lecture and demonstration, make students solve the case of finding what they need in pairs or small groups; this is key to the case method. Be creative! Give them a task in the form of a narrative, and give them a set time in which to complete it (e.g. "Discuss with your partner what source materials are needed for a research paper on endangered species policy," or "Your assignment is to find three refereed journal articles about burial rituals in Ancient Egypt. You have two minutes to do this, starting now.") Do not direct students where they need to go to find the information they need; the point of a case is for students to discover and learn on their own. Next, debrief the case. Bring students up to the instructor workstation; give them each specific searching and reporting responsibilities and have them report their findings to the rest of the class. These activities will launch the classroom into deeper and more effective and lively examinations of core concepts (e.g. "What's a refereed journal article?" "What's the difference between a subscription database and the free web?" "What's the best way to select and evaluate source materials?" And so on.).

The case study method is just one of the many ways to integrate active learning into your teaching; the professional literature provides a wealth of other methods, ideas and examples. Getting students to be active in their own learning requires that you give up some control of the classroom. It takes courage to do so and imagination to make it

work. Yes, it is for the students' benefit, but it is my experience that engaging them in more productive ways is also reinvigorating and rewarding to library instructors. It is also my experience that teaching faculty have a greater appreciation for the educational role of the library when librarians seize the opportunity to genuinely improve their students' learning.

INTEGRATION

Note #8: "Integrated, not separated." by Debra Gilchrist

Preparing students for life and work means educating them to be critical consumers and users of information. Part of being an active citizen, a good pharmacist, or an excellent automotive technician means keeping up with professional and societal changes. Students need to value their own questions and be fluent with information systems and strategies. I want my students to graduate ready to incorporate information use into the professional or consumer role they will play; I want them to understand that it's part of thinking like a pharmacist, citizen, or technician. The best way to teach and model this in the academy is by integrating information literacy into course-based assignments so that students learn that the inquiry methods utilized in the classroom are key to their success beyond college.

My favorite integration strategy is asking students to reflect on one or more elements of the research process they applied in the construction of a course paper or project and submit the reflection as an element of the assignment. Librarians can guide students to better results by asking them to examine the thought patterns and transferrable skills they applied during their search for information and ideas. Educators often focus on the end product of the assignment (e.g., faculty

grade the final draft of a paper, or librarians evaluate a final bibliography) and do not provide students with feedback on the quality of the thought-path they traveled to develop that product. Shining a spotlight on the research process draws attention to this important element of topic development and asks them to reflect more critically on the choice and application of their research strategies. Students require as much formative assistance and scaffolding in learning the research process as they do in the writing and final formatting of their paper—and their thought trail should be formally evaluated as a component of the assignment. Critics of education would often use the image of teachers opening up a student's mind and "pouring in" information. With this type of assignment I think of that in reverse – that the mind is opening up but the student's thoughts are emerging so that we can see and interpret their thinking.

For example, as part of a course assignment students can demonstrate their application of information literacy in several ways:

- Students writing a research paper submit a critical evaluation of the three sources that made the most impact in their thinking about the topic, why they are quality sources, and what key ideas came from each.

- Students discuss what databases they used for their research, why they were good choices for the topic and the level of discourse required by the instructor, and why the language they used to locate the retrieved sources matched that requirement.

- Students in a health field determine the differences between journals, professional publications, and patient

Oakleaf, et al. Notes from the Field: 10 Short Lessons

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sources of information on the same topic.

- Students developing a history assignment reveal how they utilized primary and secondary sources, describe the difference between the two, and explain why it is important to the assignment.

- Students delivering a capstone thesis or presentation include a detailed summary of their research process, including why the information they used as the foundation of their work was sufficient in quality and quantity to justify their conclusions.

Integrated assessments can be used strategically by librarians and course faculty to focus on the components of the search strategy they feel are most important. Or, perhaps students can turn in smaller sections of their research strategy at multiple times to verify they are on track and receive formative feedback as their search progresses. Integrated assessments can also be used developmentally throughout the course, with each research assignment requiring a progressively more difficult level of response. Not everything we teach or every strategy which students use needs to be assessed. One of the first integrated assessments I developed was with a business faculty member whose students were having difficulty understanding the role of an annual report; they didn't consider that the annual report was essentially a promotional tool. To gain insight into the students' thinking, we added two prompts to an assignment that asked students to research a company they wanted to work for:

- Compare and contrast information published by the company in an

annual report with information about the company published by an external source.

- What's the difference between the two sources and why is it important to this assignment?

Information evaluation was not the only concept I taught, but it was the most critical for both the instructor and me to assess.

I hold true to the principle that by integrating analysis of the research process into the assignment we are teaching students that well developed strategy is a natural and critical part of obtaining information. Because we are valuing it with a grade, they should value it with their time and attention. By repetitively examining research strategies in different courses, we increase the odds that they will carry these skills and strategies into the workplace.

We all seek greater and deeper collaboration with course faculty members, and with integrated assessments comes the increased opportunity for librarians to meaningfully engage with faculty in instructional and assignment design. Not only is the student assignment most substantial, but librarians can debrief student performance with the faculty member, partnering to analyze the strengths and challenges students exhibited in their paper, and then re-designing the instruction and the assignments for the next term.

Integrated assessments offer better experiences and increased learning for students, richer collaborations with faculty, authentic opportunities for students to demonstrate their information literacy, and more developed papers or projects due to deeper analysis of research strategies. With all the benefits integration offers, it's clear

that separate instruction is definitely *not* equal! Integrate your thoughts, integrate your teaching, integrate your work with faculty, and absolutely integrate your assessments!

Note #9: "**Faculty are your friends.**"
by Michelle Millet

First, stop being a babysitter for faculty when they are at conferences. Second, stop giving tours or demos of all of the library's resources just because faculty members say that's what they want. It is crucial that instruction librarians build relationships with their colleagues—the teaching faculty—that allow for the integration of specific programmatic information literacy outcomes at all points in the design of assignments and courses, not just in library instruction sessions. Relationships with faculty should extend beyond conversations on the actual content for the day of the library instruction; they are about creating ongoing discussions, substantial collaborations, and deliberate strategies that facilitate student learning. You should, and you must, move beyond casual relationships with your faculty. Yes, it's great if they call you to schedule instruction every semester and have been doing so for ten years, but you should also be asking yourself some deeper questions. What are the students learning? Is there some way to make information literacy a more integrated and interactive part of the class? And if so, how do you go about doing this?

The simple answer is that first you have to see yourself as a colleague, an equal, an ally in student learning. You're not the guest lecturer. You're not the sideshow for the day. You're not an academic "support." You're someone with a deep knowledge of information literacy—an equal partner working towards the common goal of increasing student learning and assessment. Start by having more regular conversations with your faculty about their students' work. Ask to see the papers or whatever it is students are turning in. Ask your faculty if they are happy with the work and use what you learn to close the loop. Go back to your original instruction session. What were the goals and were they met? Can you see evidence of student learning? When you have an idea about a way to make the class more creative or the assignment more meaningful, even in situations beyond your library instruction, tell the faculty member. You are a colleague who often has inside knowledge and important expertise. Students will often share with you what they hide from others. When ten students from a class seek you out to ask you to explain parts of an assignment that has nothing to do with you or your instruction, you should feel comfortable engaging the faculty member, being honest about the problem, and working towards solutions.

This level of collaboration won't happen with all faculty members, but the important ones—the ones who value all of the players in the educational mission—will listen to you and try new things. Those faculty members will then talk to others. Before you know it, you have faculty that are not only your friends but your colleagues, and you will be sharing in the process of improving student learning.

**Note #10: "Your teaching matters to your institution."**
by Patty Iannuzzi

Since the first day I had the privilege of working in a library, I've taken advantage of every teachable moment. I've spent my entire career promoting the educational role of libraries: responding to questions at the reference desk by teaching, not just

answering the question; teaching in a classroom; embedding information literacy learning outcomes in the curriculum; partnering with faculty on assignment design; developing user interfaces and discovery systems; and even in creating the "pedagogy of place" as we create physical and virtual spaces that facilitate learning. Even before the phrase was coined and standards created, I, like many of my colleagues, promoted the learning outcomes of "information literacy" as central to student success. A generation of academic librarians has worked with classroom faculty and other academic partners to promote the integration of information iteracy into the undergraduate curriculum.

Collaborations have never been more important.

The United States faces a crisis in higher education. Our campuses continue to experience increasing numbers of students seeking access to higher education—students who are often inadequately prepared for the rigors and challenges of academic life. As a result, retention rates are plummeting while time-to-degree increases, and legislators and workplace leaders bemoan the readiness of our graduates. We are no longer alone in pointing out what needs to be done. Finally, the rest of the higher education community recognizes that information literacy learning outcomes are

FIGURE 2—MODEL FOR STUDENT LEARNING
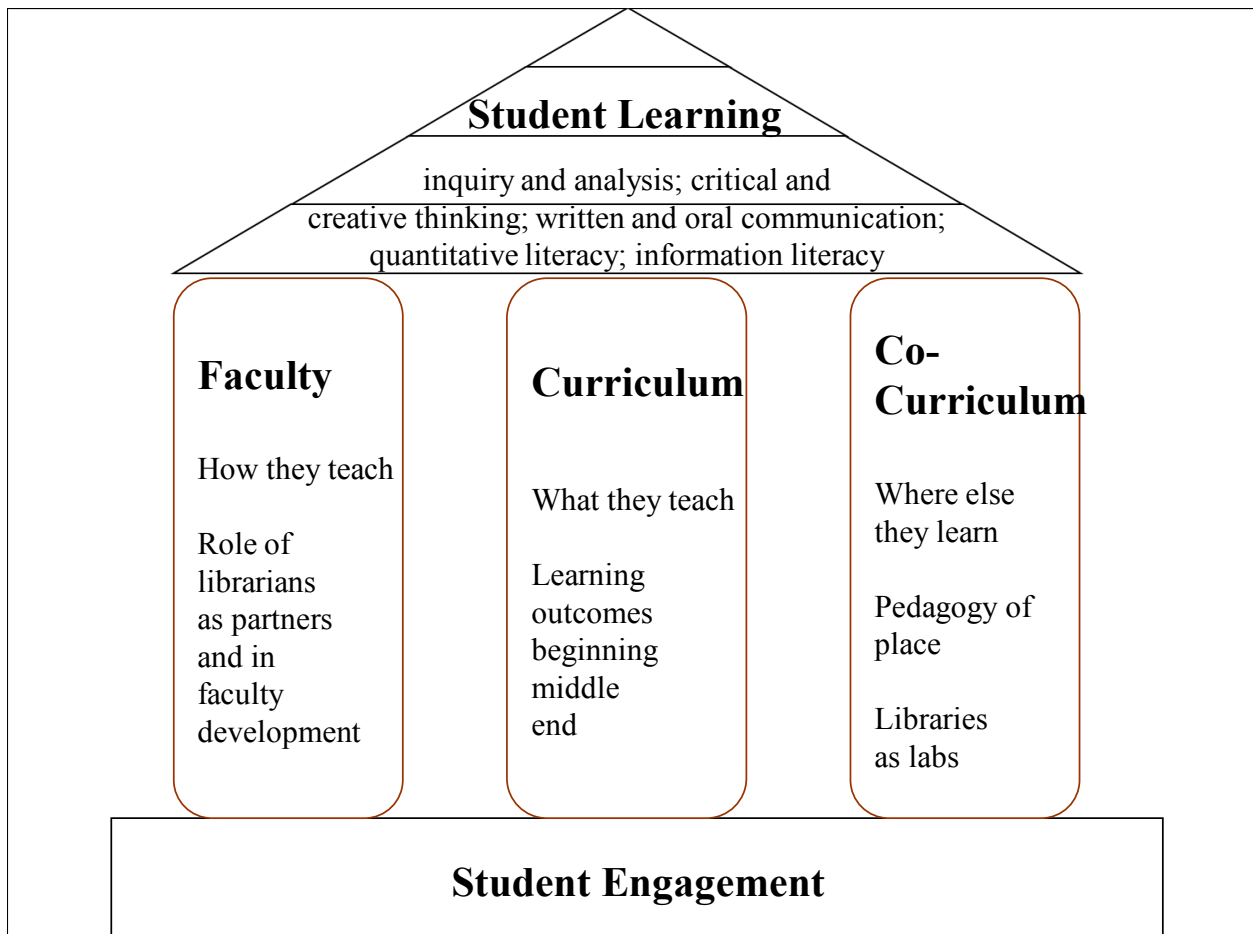
important, too. Whether or not they are labeled as "information literacy," countless reports from various higher education associations now cite the specific competencies of information literacy as both desirable and necessary for student success.

We are ready.

Academic librarians have long supported the teaching and research missions of their institutions. However, we need to expand our role; we must move from "support" to "partner." We have the opportunity to both further student learning and demonstrate the value of curriculum-based information literacy.

Now is our time!

Increasingly, institutions are held accountable to insure that they are indeed adding value to students' educational experiences and that the cost of higher education is worth the investment to both the consumer and the legislature. Faculty are challenged to integrate the intellectual and practical skills workforce leaders demand (e.g., oral and written communication, information literacy, critical thinking) with the content knowledge of their disciplines in the beginning, middle, and end of the curriculum. Consequently, contemporary higher education initiatives are beginning to focus on a model for student learning

FIGURE 3—ASSESSMENT RESPONSIBILITY
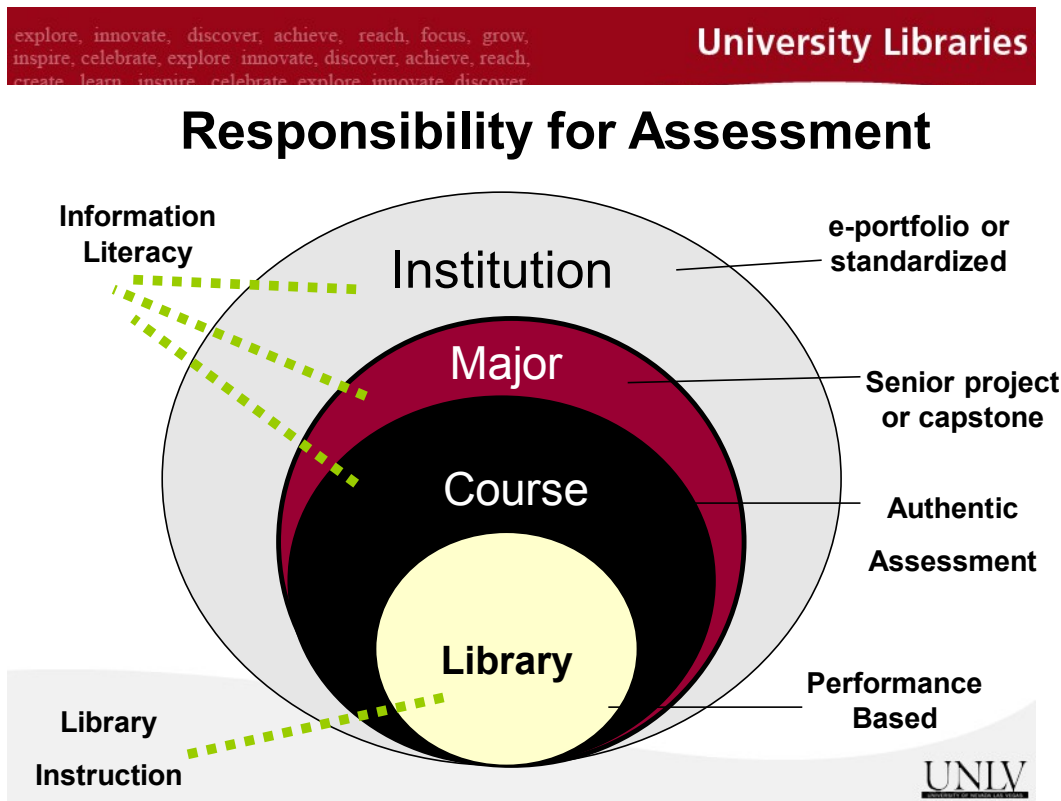
that extends far beyond the curriculum. One way to visually capture the new emphasis on broader student learning is through a model I developed to remind all in higher education of the interconnected parts required for student learning (See FIGURE 2).

These initiatives address the importance of a solid foundation of engaging students in their educational experience in three ways:

1. Motivate students through the content of the curriculum; engage students in big questions and through relevant, real-world applications.

2. Inspire and engage students through learning strategies designed to encourage individual passion and curiosity; utilize teaching methods that are student centered, research based, and rooted in real life applications; develop and incorporate teaching methods that require students to navigate within the world of information as critical explorers, regardless of the topic or the discipline.

3. Encourage students to take steps for their own development through learning that occurs outside of the classroom and directly link these experiences to their education. These range from academic support activities such as advising, tutoring, and library and field work, to social and lifestyle experiences including living/learning communities, clubs, arts, and athletics. They also include student leadership activities such as work study and student government.

This "temple" is a reminder that complexity

of the learning experience extends far beyond the content of any individual course. A single column, or even two, cannot hold up the roof—the desired student learning results. The learning outcomes desired require a solid foundation of practices that engage students and a deliberate focus on what is taught, how it is taught, and how the co-curricular experiences are structured to contribute to student success.

Librarians are uniquely positioned to play a special role.

Librarians may well be the only group on campus who contribute in all three areas. Librarians participate (or should) in the development of the learning outcomes for the campus—especially those related to information literacy—and ensure that the outcomes are embedded in the beginning, middle, and end of the curriculum. Librarians also contribute to the development of the teaching environment by helping faculty design authentic assignments that place information literacy learning outcomes and library collections at the heart of student learning. In addition, librarians need to be part of the assessment methods used to measure the student learning outcomes demonstrated via authentic assessments. And, of course, librarians offer critical contributions outside the curriculum through the real and virtual places we create for students to learn independently, or with us, outside of the classroom. With such a vast need to articulate, teach, and assess student learning, it is crucial that librarians can clearly articulate their impact on the educational experience of our students.

"One shot" library instruction classes are not enough.

The learning outcomes of library instruction

delivered through a "one shot" experience are by necessity, cognitively simple skills that can be learned and *demonstrated* in the short time that students are in the classroom, or perhaps out of the classroom through an online tutorial. This is "assessment as learning" and these important skills are often overlooked by classroom faculty who too frequently assume that students will learn them elsewhere. Librarians have to find ways to continue to help students develop those skills, but our impact on student learning extends far beyond those one-shots.

As Figure 3 suggests, our role is to work with our campus partners to articulate learning outcomes in the beginning, middle, and end of the curriculum. Our campuses are grappling with precisely the issue that has challenged librarians since information literacy was first defined: how to integrate all the intellectual and practical skills, not just information literacy, across the curriculum in a vertical model that supports developmental learning and how to document evidence of student learning. Librarians can and do help with this campus planning.

If service is in our DNA, then collaboration is part of our professional imprinting.

We routinely engage in shared decision making and are efficient at committee work. Librarians are task oriented yet we know how to get things done in groups and are process-focused. Academic librarians can observe and make connections because we stand at the crossroads of all disciplines. We are the last of a dying breed – the generalist. We should embrace this position as it allows us to see the big picture and develop relationships across disciplines and administrative silos. This perspective helps us build extended campus communities, a

requirement needed for conversations to occur. Librarians need to develop and exhibit the professional confidence essential to our success. We need to acknowledge and practice the strengths that make us librarians.

Our institutions need us today more than ever.

I have long urged my colleagues to "invert our thinking" – to get off our soapbox and focus our efforts on how to contribute to the big issues on our campuses – to help them succeed. All too often librarians work backwards, by initiating projects and programs, and then figuring out how these efforts contribute to campus priorities. We need to "invert our thinking" -- identify issues in the broader environment that impact our campus – and be strategic about selecting the ones to focus on. We can contribute a unique skill set while at the same time demonstrate our libraries and ourselves as vital partners. Academic librarians must be innovative, strategic, and relentless in demonstrating and detailing the many ways we contribute to student learning. Our failure to do so will be easily measured. Our success will be a legacy of improved student learning and research for generations and a renewed appreciation for academic libraries and librarians.

We can and must do it.