

UPCYCLING INSTRUCTION

developing effective approaches for teaching experienced researchers

ACTIVITIES AND STRATEGIES

Instruction should be a conversation

Pre-Plan: Have students and librarian submit ideas for class content before class or at the start of the session. At the start of the session, students get to vote on the topics they most want to learn about.

Graphic Organizers: Help people see multiple visual relationships between concepts and ideas.

Socratic Method: Instructor asks questions to elicit answers from students in lieu of lecture.

Peer learning

Brainstorm: Students will individually brainstorm their information needs and what sources they might consult to fill those information needs. Then they would share with a classmate / the whole class.

Fishbowl: A group demonstrates a skill while others look on and take notes for commenting later.

Jigsaw: Assign each expert group a specific research idea related to the focus of your overall lesson.

Think/Pair/Share: This is a cooperative discussion strategy that gets its name from the three stages of student action, with emphasis on what students are to be doing at each of those stages.

Creating safe spaces to admit weaknesses

Reflection: Students individually reflect on their research weaknesses or areas where they might still be struggling (librarian shares first). Could do anonymously with a Google Doc before or at the start of class.

Teaching Technology: Start with resources that learners already likely know and teach how to better use them and how to apply the same skills to using other, library resources.

Cultural Sensitivity: Understand and acknowledge generational viewpoints, values, attitudes, cultures, and preferences in the classroom.

Real-life Learning: Set learning within the context of real-life conditions, giving specific examples that build on students' past knowledge and experiences.

Personal Connections: This will help ease discomfort and anxiety with the library and help overcome any psychological barriers from previous bad experiences.

Make class content immediately applicable

Research Interests: Give learners time to talk about their personal research interests and educational goals. You can then set or revise class objectives to cover the information most learners are interested in.

Time-of-Need Instruction: Work with users to determine when instruction makes most sense.

Guides: Help prevent information overload by using carefully curated handouts and online guides.

Develop Your Own Learning Activity

Here's your chance to develop a learning activity for one of your own classes!

Step 1: Complete the worksheet below.

Step 2: Find a partner and share the learning activities you developed.

Step 3: Share with the entire group and learn from one another.

Your Scenario

Who are your students? What class are you teaching? What would you like to change?

Learning Outcome or Objective

What learning outcome or objective do you want to make your focus for this activity? What do you want students to learn from this activity? *Example: In this activity, students will identify the types of information needed to help them answer their research questions.*

Activity or Approach

You can modify or adapt an activity you currently use or develop a new one based on what we've learned today.