The Teaching Librarian: Understanding Information Literacy as a Personal and Institutional Practice

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My Goals

What is a good teacher?

Myths about Teaching

- People are "born" teachers, or not
- Teachers are good lecturers or performers
- Teaching only happens in the classroom
- Good teaching is simply good technique
- Teaching is mysterious

My Assumptions

- Everyone a teacher. Everyone a learner.
- Start with learning

Sources for Today

- Parker Palmer, *The Courage to Teach*
- Brookfield, *Becoming a Critically Reflective Teacher*
- Stephen Grant Wiggins and Jay McTighe, *Understanding by Design*
- Christine Bruce, *Informed Learning*
- You

Developing an Authentic Practice: Personal Context

Stephen Brookfield: Four Lenses

1. Autobiographical
2. Students
3. Colleagues
4. Education Theory and Scholarship

Autobiography

"The most significant and most deeply embedded influences that operate on us are the images, models, and conceptions of teaching **derived from our own experiences as learners**."

Brookfield, p. 49

Think about a memorable learning experience in your past.

- What happened?

- Why it was memorable, either in a good or bad way?

Learning to Drive a Manual Shift

How do we learn?

Developing an Authentic Practice: Institutional Context

- Curricula emerge from specific context
- Contested
- Unspoken messages

What is Information Literacy?

Information Literacy in the U.S.

- Standards
- Instructional Models
- Faculty Collaboration
- Assessment and Accountability
- Resources
- Technology
- Challenges

Putting it Together

- Backwards Design
- 6 Frames of Informed Learning (Bruce)
- Decision-making Tools

Backward Design

Identify desired results

Determine acceptable evidence

Plan learning experiences and instruction

Wiggins, Grant and Jay McTighe, *Understanding by Design*, Association for Supervision and Curriculum Development, 2005.

Learning Bottlenecks

1. **Defining the Bottleneck:** Where in my courses do many students consistently fail to master crucial ideas or actions?

2. **Identifying the Operations:** What are the steps or operations that a student must have mastered to get past this bottleneck to learning?

3. **Modeling these Operations:** How can I show students how to do these operations?

4. **Practice and Feedback:** How can I give my students an opportunity to practice and get feedback on each of these operations?

5. **Motivation:** How can I motivate them to continue through this process?

6. **Assessment:** How can I tell whether students have mastered these operations by the end of the process?

7. **Sharing:** How can I share what I have learned with others?

Informed Learning

Six Frames:

- Content

- Competency

- Learning to Learn

- Personal Relevance

- Social Impact

- Relational

Content Frame

Content Frame	
View of information literacy	Information literacy is knowledge about the world of information.
View of information	Information exists apart from the user; it can be transmitted.
View of learning and teaching	Teacher is an expert who transmits knowledge. Learning is a change in how much is known.
Curriculum focus	What should learners know about the subject and about information literacy?
View of content	What needs to be known has primacy. All relevant content must be covered.
View of assessment	Assessment is objective. It measures how much has been learned. Students are ranked via exams.

Learning to Learn Frame

Learning to Learn Frame	
View of information literacy	Information literacy is a way of learning.
View of information	Information is subjective; it is internalized and constructed by learners.
View of learning and teaching	Teachers facilitate collaborative learning; learners develop conceptual structure and ways of thinking and reasoning.
Curriculum focus	What does it mean to think like an informed learner in the professional environment?
View of content	Content is chosen for helping students to master important concepts and for fostering reflective practice.
View of assessment	Complex, contextual problems are proposed. Self or peer assessment is encouraged.

Force Field Analysis

- Describe your plan or proposal for change at top of page.

- List all forces for change in one column, and all forces against change in another column.

- Assign a score to each force, from 1 (weak) to 5 (strong).

Ease-Impact

1 **Easy and High Impact**	**2** **Difficult and High Impact**
3 **Easy and Low Impact**	**4** **Difficult and Low Impact**