We ditched the lecture: They weren’t listening!

NJIT Reference Librarians
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VALE CONFERENCE
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BEFORE WE BEGIN

During the session ... please participate actively!

After the session... send us your thoughts!
How to participate

1. Grab your phone
2. Go to www.menti.com
3. Enter the code 466262 and vote!
What is the mode of instruction you use most frequently to teach information literacy?

- Prepared Lecture (w/ slides) | 6
- Live Demonstration | 18
- Flipped classroom Problem based learning | 2
- Hybrid learning (online activities AND face-to-face) | 7
- Embedded librarian (often via the LMS) | 1
What are the top-three issues you face in teaching information literacy? (in 25 characters)
NJIT’s Top Issues

1: Students are not paying attention
2: Faculty ask for one-shots; unaware of teaching best practices
3: Class has no research assignment
4: Students have no research question
OUR APPROACH

- Speed Reference
- Learner Centered
- The Research Question / Socratic Method
Scenario 1: Students are not paying attention - How would you approach it?

- I would ask that students a question
- Keep lecture interactive to begin with.
- Ignore them
- Call on students who are disengaged;
- Take their phones
- Call on them, ask them a question, give them a task
- Interactive exercises
  - I would ask them a question relevant to our subject or ask them if there is a problem they need help with (like technical malfunction).
  - Ask student a question or questions regarding their specific topic and where they are in the research.
Scenario 1: Students are not paying attention—How would you approach it?

- Put laptops away and listen. Or ask them question/engage.
- Call on the students not paying attention to participate in an example.
- Have them get up & demonstrate but gently walk them through.
- Ask a relevant question.
- Have instructor deal with.
- Ask them a question.
- Ask questions.
- Warm up exercise—a couple of students share their topic.
- Ignore them.
<table>
<thead>
<tr>
<th>Scenario 1: Students are not paying attention- How would you approach it?</th>
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<tbody>
<tr>
<td>Keep it interactive.</td>
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<tr>
<td>Let the instructor handle it</td>
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<td>Ask them questions.</td>
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<td>Interactive exercise</td>
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<td>Collect phones</td>
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<td>Goal based activity</td>
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<td>Ask them to talk about their research question. Ask what sources they've used so far. Encourage the class to advise on the resources they using.</td>
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<td>Ask direct questions</td>
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<td>Ask the students questions Tell a joke</td>
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Scenario 1: Students are not paying attention—How would you approach it?

- Incorporating discussion of relevance or applicability
  - Emphasize relevance
  - Let it happen; engage with who we can

- Ask the students about their topics
  - Comment to prof how quiet the students are
  - keep prof in classroom

- Ask them what their research problem actually is. Why should they care?
  - Stop whatever you're doing and change activities
  - Curse! Shock value! They'll pay attention then
Scenario 1: Students are not paying attention—How would you approach it?

- Use course assignment relevant search examples.
- Presuming a session already built on some activities/exercises...not much. You can only control just so much of other peoples’ choices.
- Do it! Show them the value and encourage future interactions.
- Do the one off but tell the students this isn’t a “one off” and we are available for additional sessions.
- Consult w instructor to learn about what the students need most from instruction session.
- Email the professor and ask for details.
- Do a session on evaluating sources using live examples for the Internet and use it to contrast with library databases.
<table>
<thead>
<tr>
<th>Option</th>
<th>Action</th>
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<tr>
<td>Refuse</td>
<td>Ask the faculty if they learn effectively in a one-shot</td>
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<td>Apprise if best practices, but accept the inevitable.</td>
<td>It’s all about what the instructors want</td>
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<td>Offer them alternatives and suggest why it may be more useful.</td>
<td>Suggest several short sessions throughout semester; do one-shot</td>
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<td></td>
<td>Email professor back and ask what they are expecting out of it and create a plan</td>
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<td></td>
<td>Faculty seriously don’t have time for more than a one-shot session</td>
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<td></td>
<td>One shot is better than nothing</td>
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Scenario 2: What if faculty ask for one-shots; unaware of IL best practices?

- Explain it to them and get ignored, try to get embedded in curriculum and get ignored.
- Ask to be included as contact on blackboard, syllabus, etc.
- Offer to meet with students individually after session has ended.
- Give alternatives, but be grateful for the one-shot.
- Tell the faculty what your would do if you had more time.
- Ask Prof to relate most important info to teach. If no prof, ask students where they r to direct for greatest need.
- It's all we do.
- Assign sample topic.
- I guess it depends on what the alternative would be. It would vary depending.
Scenario 2: What if faculty ask for one-shots; unaware of IL best practices?

**Good to get them—offer a follow up**
Always say yes. Do your best. Have something to give the students to walk away with physical or virtual.

**We are lucky to get more than one ever.**
Do it! Demonstrate your value and encourage future interactions.

**Discuss other options**
Tell them about other faculty who integrate the library more fully and connect them & encourage them to talk.

**Negotiate.**
Do the one shot class; students email me to follow up.
Scenario 2: What if faculty ask for one-shots; unaware of IL best practices?

Give it to them... half a loaf is better than none.

We're lucky we get oneshots sometimes

We only have time for one shot

Provide a learning tool like a libguide. Have students try strategies BEFORE I come to class.

We aren't really given a choice, but I have been trying to develop an info lit program to embed multiple lessons into the students' online portal as part of the FY seminar or writing class.

Discuss with professor, but do the one shot and make the most of it, if necessary.

I give the class even though it is not an IL best practice
Scenario 3: Class has no assignment/research project to work on prior to the workshop

- Nope
- Useless—need it to be assignment specific
- This is the worst. Have a practice topic and hope for the best.
- Have a planned sample
- Use the threat of the next paper
- Go to appropriate resources for the class or discipline
- I’m not going. Students need to have a reason why I’m there. Otherwise we’re eating everyone’s time.
- This is useless and I don’t do it unless the prof has a goal we can connect on
- Have a topic I have done research on ready if there is no other topic.
Scenario 3: Class has no assignment/research project to work on prior to the workshop

- Give them a question
- Suggest to prof that we hold class later in semester once students have an assignment
- I do it in the hope that it will build good will with faculty member
- They usually have an assignment or they won’t ask for librarian to come in.
- Ask prof what are students supposed to get out of library session
- I don’t do a session unless there is an assignment attached, and they have all been told about it ahead of time.
- Cover relevant resources for class/major. Have something for them to walk away with
- Use common format/project
- Prepare a couple of scenarios and have the students work on it
Scenario 3: Class has no assignment/research project to work on prior to the workshop

Www.funnypetvids.com

Have your own topic for them to practice with.

Ask them if there's any assignment they are working on at will and try to link it. Stress that the assignment portion is essential to making instruction meaningful.

Show students the databases that list hundreds of argument topics.

I've never taught where professor doesn't have a specific goal for class even if not assignment, like citations or general library intro.

Depending on the subject, pick a relevant topic & run with that.

Talk with the faculty in advance what assignments the students are or will be given. Then use related topics as search examples.

I identify myself as the species Ref Librarian and ask them to visit if they don't remember what we do; take them to Library website tour, general database like Academic Search Premier and do search in dBase as well as Catalog.

First show how to select a topic and then Do an example search.
Scenario 3: Class has no assignment/research project to work on prior to the workshop

If I knew this in advance, try to come up with a really engaging sample topic. Or ask the faculty member just what he/she hopes to accomplish from the session.
Scenario 4: Logistics—What if the class is too large, what would you do?
Scenario 5: Logistics--Class time limited (20-30 minutes) What would you do?
Our method follows best practices for Student Engagement (Taylor & Parsons)
Rate each best practice on two dimensions

1. Stop lecturing / no slides
2. Employ technology (videos, polls)
3. Change current faculty approach
4. Speed reference technique
5. Socratic method
6. Help students identify their research questions
7. Reconfigure classroom
What new technique will you try following this session?

- Mentimeter
- Hands-on activities
- More hands on activities
- Speed reference
- Not sure
- Speed reference technique
- I like the idea of embracing using the phone and doing polls.
- Speed Reference and Socratic method. (Sorry!!! Twol!!!)
- More encouragement
What new technique will you try following this session?

- I might use this mentimeter website for polling. At the beginning of the Chaddsey I can get a sense of what they're struggling with in an anonymous way.

- Speed reference

- Socratic method, FTW!

- Mentimeter

- More concrete activities and less lecture

- Using phones to do polls

- More activity

- Mentimeter or SurveyMonkey!!!

- Mentimeter
What new technique will you try following this session?

- Menti
- Do more investigating of different pedagogical techniques and reflecting of my own practices
- Mentimeter
For PDF version of this presentation, email scharf@njit.edu
Were Socrates’ students listening?
Were Socrates's students listening?
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<th>Satisfaction Survey</th>
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<tr>
<td>□ Excellent</td>
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<tr>
<td>□ Good</td>
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<td>□ Acceptable</td>
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<tr>
<td>□ Fair</td>
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Please fill out our (paper) survey!!!
Bibliography

- Arnold-Garza, S. (2014). The flipped classroom teaching model and its use for information literacy instruction. Communications in Information Literacy
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