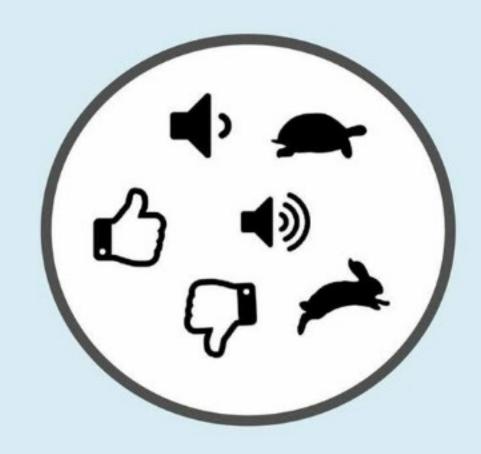# We ditched the lecture: They weren't listening!

NJIT Reference Librarians

Joanne Dera, Joe Mercuri,
Davida Scharf, Ray Vasquez

VALE CONFERENCE

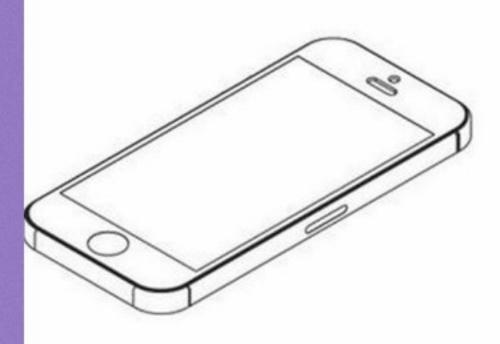January 2019

1 Grab your phone

2 Go to www.menti.com

3 Enter the code 46 62 62 and vote!

www.menti.com|

Please enter the code

🔍 12 34 56

Submit

How to participate

5

?

What is the mode of instruction you use most frequently to teach information literacy?

6

Prepared Lecture (w/ slides)

18

Live Demonstration

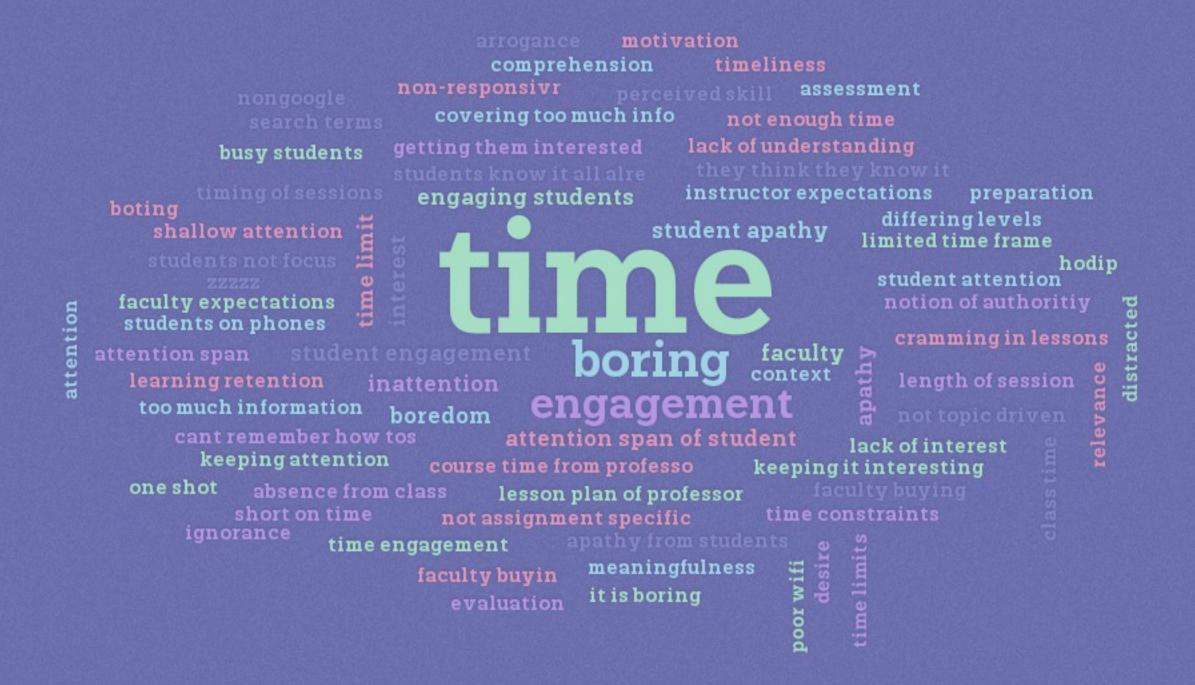**2**

Flipped classroom Problem based learning

7

Hybrid learning (online activities AND face-to-face)

1

Embedded librarian (often via the LMS)

34

What are the top-three issues you face in teaching information literacy? (in 25 characters)

arrogance · motivation · comprehension · timeliness · non-responsivr · perceived skill · assessment · nongoogle · covering too much info · not enough time · search terms · busy students · getting them interested · lack of understanding · students know it all alre · they think they know it · timing of sessions · engaging students · instructor expectations · preparation · boting · differing levels · shallow attention · student apathy · limited time frame · students not focus · hodip · zzzzz · student attention · faculty expectations · notion of authoritiy · distracted · students on phones · time limit · interest · **time** · cramming in lessons · attention · attention span · student engagement · **boring** · faculty context · apathy · length of session · relevance · learning retention · inattention · **engagement** · not topic driven · too much information · boredom · attention span of student · lack of interest · cant remember how tos · course time from professo · keeping it interesting · keeping attention · lesson plan of professor · faculty buying · one shot · absence from class · time constraints · class time · short on time · not assignment specific · ignorance · time engagement · apathy from students · poor wifi · desire · time limits · faculty buyin · meaningfulness · evaluation · it is boring

53

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

Call on students who are disengaged;

Interactive exercises

Keep lecture interactive to begin with.

Take their phones

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).

Ignore them

Call on them, ask them a question, give them a task

Ask student a question or questions regarding their specific topic and where they are in the research.

43

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 them a relevant question

Have instructor deal with

Ask them a question

Ask questions

Warm up exercise—a couple of students share there topic

Ignore them

43

Scenario 1: Students are not paying attention- How would you approach it?

Keep it interactive.

Let the instructor handle it

Ask them questions.

Interactive exercise

Collect phones

Goal based activity

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 r using.

Ask direct questions

Ask the students questions Tell a joke

43

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 tycare?

Stop whatever you're doing and change activities

Curse! Shock value! They'll pay attention then

43

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

43

Scenario 2: What if faculty ask for one-shots; unaware of IL best practices?

Refuse

Ask the faculty if they learn effectively in a one-shot

It's all about what the instructors want

Apprise then if best practices, but accept the inevitable.

Email professor back and ask what they are expecting out of it and create a plan

Suggest several short sessions throughout semester; do one-shot

Offer them alternatives and suggest why it may be more useful.

Faculty seriously don't have time for more than a one-shot session

One shot is better than nothing

34

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.

34

Scenario 2: What if faculty ask for one-shots; unaware of IL best practices?

Good to get them—offer a follow up

We are lucky to get more than one ever.

Discuss other options

Always say yes. Do your best. Have something to give the students to walk away with physical or virtual.

Do it! Demonstrate your value and encourage future interactions

Negotiate.

That's all we do!

Do the one shot class; students email me to follow up

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

34

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.

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

I give the class even though it is not an IL best practice

We're lucky we get oneshots sometimes

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

We only have time for one shot

34

Scenario 3: Class has no assignment/research project to work on prior to the workshop

Nope

Have a planned sample

I'm not going. Students need to have a reason why I'm there. Otherwise we r eating everyone's time.

Useless—need it to be assignment specific

Use the threat of the next paper

This is useless and I don't do it unless the prof has a goal we can connect on

This is the worst. Have a practice topic and hope for the best.

Go to appropriate resources for the class or discipline

Have a topic I have done research on ready if there is no other topic.

28

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

28

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 theres any assignment they are working on at Wll 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 dB as well as Catalog.

First show how to select a topic and then Do an example search

28

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.

28

Scenario 4: Logistics--What if the class is too large, what would you do?
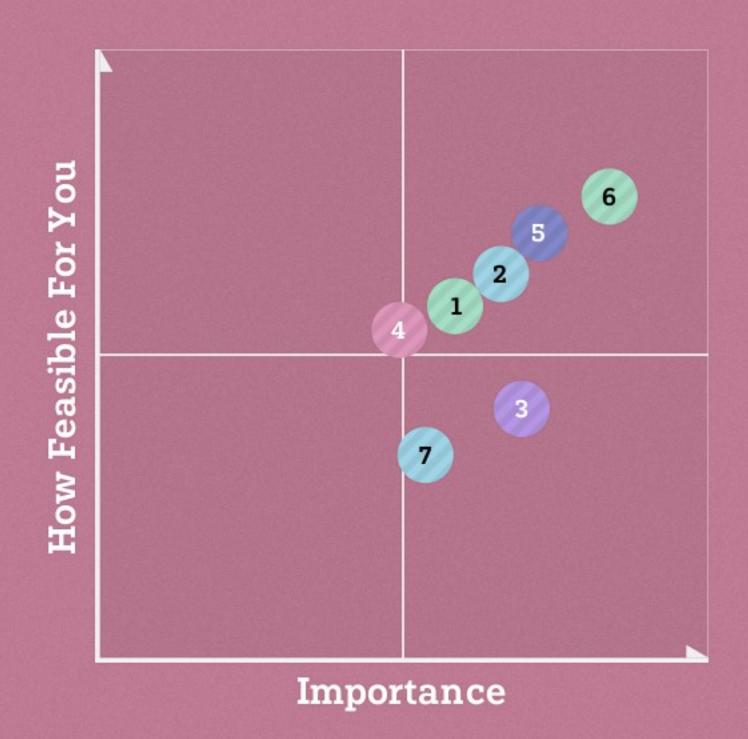
Scenario 5: Logistics--Class time limited (20-30 minutes) What would you do?

0

Our method follows best practices for Student Engagement (Taylor & Parsons)

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!!! Two!!!)	More encouragement

23

What new technique will you try following this session?

I might use this mentimeter website for polling. At the beginning of the Chaddsley I can get a sense of what they r struggling with in an anonymous way,

Mentimeter

More concrete activities and less lecture

Speed reference

Using phones to do polls

More activity

Socratic method, FTW!

Mentimeter or SurveyMonkey!!!

Mentimeter

23

What new technique will you try following this session?

Menti

Do more investigating of different pedagogical techniques and reflecting of my own practices

Mentimeter

Speed reference

23

For PDF version of this presentation, email scharf@njit.edu

Were Socrates' students listening?

Were Socrates students listening?

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

- Shen, J. (2018). Flipping the classroom for information literacy instruction: considerations towards personalisation and collaborative learning. Jou

- Taylor, L. & Parsons, J.(2011). Improving Student Engagement.Current Issues in Education, 14(1).

Contact Us

- Joanne Dera dera@nji.edu

- Joseph Mercuri jmercuri@njit.edu

- Davida Scharf scharf@njit.edu

- Ray Vasquez rpv7@njit.edu