

## Active Learning in the Library Classroom



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How many years have you been teaching in a library context?

- A. 1-3
- B. 3-5
- C. 5-10
- D. 10-15
- E. Over 15



How comfortable are you with having students drive your library workshops?

- A. Very comfortable
- B. Somewhat comfortable
- C. Neutral
- D. Somewhat uncomfortable
- E. Very uncomfortable



<http://www.flickr.com/photos/litnem/958495985/in/photostream/>

How would you describe your overall teaching practice?

- A. I talk, they listen
- B. I talk and show them stuff, they listen
- C. I talk and show them stuff, they listen and then they do stuff
- D. They talk, do stuff, we all listen and I chime in
- E. They talk, do stuff, show us all stuff and we listen and I chime in

## 7 Principles for Good Practice

1. Encourages contacts between students and faculty
2. Develops reciprocity & cooperation among students
3. **Uses active learning techniques**
4. Gives prompt feedback
5. Emphasizes time on task
6. Communicates high expectations
7. Respects diverse talents and ways of learning



*Chickering & Gamson, 1987*

## Principles of Teaching Practice

- Create a natural critical learning environment
- **Get their attention and keep it**
- **Start with the students rather than with the discipline**
- Seek commitments
- Help students learn outside of class
- Engage students in disciplinary thinking
- **Create diverse learning experiences**



*What the Best College Teachers Do*

## So, What is Active Learning?



## Active Learning Defined

- Any approach that engages learners by matching instruction to the learner's interests, understanding, and developmental level
- An umbrella term that refers to several models of instruction that focus the responsibility of learning on learners



## Why Do It?

- Greater knowledge retention
- Higher levels of performance
- Stimulates critical thinking
- Promotes sense of social integration

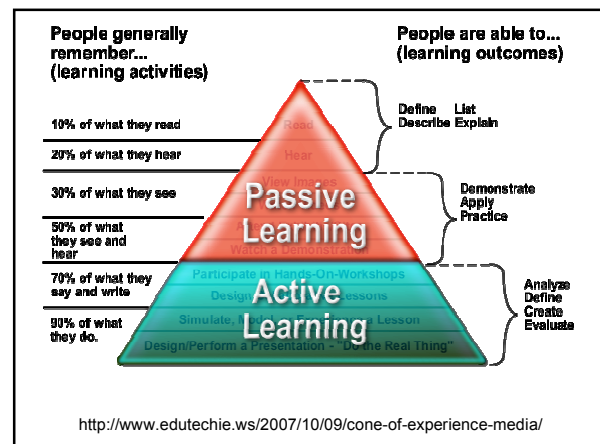
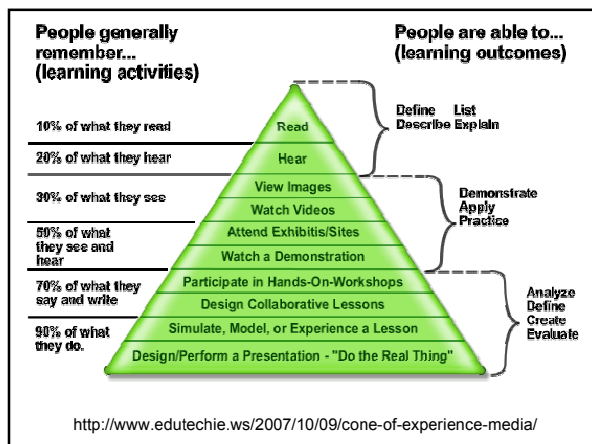


## What % of what people see and hear do they actually remember?

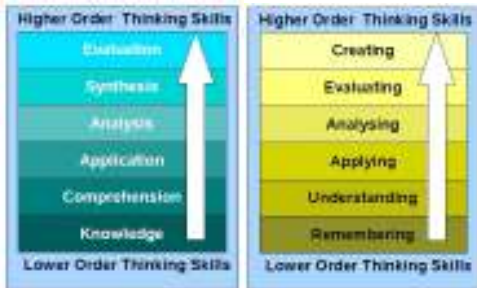
- 10
- 30
- 50
- 70
- 90



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## Bloom's Taxonomy



Andrew Churches: <http://edorigami.wikispaces.com/Bloom's+Digital+Taxonomy>

## Active Learning Strategies



- **Think** about strategies you have tried using to engage learners.
- **Pair** up with a partner and share 1 that worked or 1 that didn't and discuss why.
- **Share** a highlight with the larger group.



## Techniques and Strategies

- Fingers/iClickers to facilitate conversation about differences between types of sources
- Think, pair, share to get students talking about their approaches to research
- Feature comparisons of tools like Google Scholar vs. Summon
- Use a picture to relate research to real life
- Group assignments for searching different sources and analyzing results

## What Are the Challenges?

- Time constraints
- Lack of resources
- Cutting content
- Letting go of control
- Engaging students
- Creating a learning environment
- Balancing a diverse student population



## What to do?

Try 1 new thing in your next class where you talk less and students think, talk, and/or do more

## Resources

- Bain, K. (2004). *What the best college teachers do*. Cambridge, MA: Harvard University Press.
- Chickering, A., Gamson, Z., & American Association for Higher Education, W. (1987). Seven Principles for Good Practice in Undergraduate Education. *AAHE Bulletin*, 3-7. Retrieved from ERIC database.
- Chickering, A. & Ehrmann, S.C. (1996). *Implementing the Seven Principles: Technology as Lever*.  
<http://www.tlgroup.org/programs/seven.html>
- Churches, A. (2010). *Bloom's Digital Taxonomy*.  
<http://edorigami.wikispaces.com/Bloom's+Digital+Taxonomy>
- Gross Davis, B. (2009). *Tools for teaching*. 2<sup>nd</sup> ed. San Francisco, CA: Jossey-Bass.

## Session Feedback

- A. I learned lots of new stuff
- B. Some of this was review, but I learned something new
- C. A lot of this was review, but I learned something new
- D. I've heard it all before, where's lunch?