Instruction on the Fly: Crafting Creative Solutions

#libcol16
Hello!

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It happened to me...
That was the night the lights went out in Kentucky...
large class
no assignment
citations
all the things 20mins
databases fire alarm scripted
same old
communication no tech unfamiliar subject
awkward space
YOUR MISSION

STEP 1:
Create a group of three to five people

STEP 2:
A member with a Google Drive account, go to: http://tinyurl.com/h6eprbh

STEP 2:
Login, add folder to drive, open folder in drive

STEP 3:
Create your own folder/document; label it with your group’s name

STEP 4:
Pull one slip from each of the four cups on your table

STEP 5:
Create your “on the fly” instruction session
LET'S BREAK IT DOWN

1 - 3 SLOs

Outline

Active Learning Activity

Put it all here:
http://tinyurl.com/h6eprbh
Student Learning Objectives

Students will be able to...

★ define criteria for evaluating information

★ clarify the terminology we use when evaluating info and discuss what they mean / why they’re important

★ apply evaluation criteria to their information need
Outline

I. Intro: Brief overview of session & SLOs

II. Think-Pair-Share
   A. use a “bad” source to introduce evaluation: http://www.forces.org/Forces_Articles/article_viewer/627
   B. map students thoughts/reasons to “official” criteria

III. Musical Source Types (Active Learning Activity)
   A. Academic journal
   B. Social Media
   C. TV News
   D. Magazine
   E. Newspaper
   F. Book

What would that look like?
Active Learning Activity

I. Multiple whiteboards, large sticky notes, or bulletin board paper: label each an information source type
II. In small groups, students add pros/cons for each source type
III. Play music while students are working and stop music when groups should shift to the next board/source type
IV. Discuss as a class how source types compare to one another when considering the evaluating information criteria
V. Consider and evaluate each source on its own for each criteria
VI. Optional reflection activity: ask students to reflect (free-write) on how they each source type might be helpful given their individual topics

What would that look like?
What would that look like?

Musical Source Types (Active Learning Activity)

<table>
<thead>
<tr>
<th>Social Media</th>
<th>Media</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>PROS</strong></td>
<td><strong>CONS</strong></td>
</tr>
<tr>
<td>Plenty of info.</td>
<td>Not reliable opinions</td>
</tr>
<tr>
<td>Current</td>
<td>Not reliable advertisements</td>
</tr>
<tr>
<td>Quick/Instant info.</td>
<td>Grammatically incorrect</td>
</tr>
<tr>
<td>Entertaining</td>
<td>Unworthy/Links Contained</td>
</tr>
<tr>
<td></td>
<td>Extremely biased Distraction</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Academic Journal</th>
<th>Journal</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>PROS</strong></td>
<td><strong>CONS</strong></td>
</tr>
<tr>
<td>Reliable</td>
<td>Old.</td>
</tr>
<tr>
<td>Peer Reviewed</td>
<td>Same Thing</td>
</tr>
<tr>
<td></td>
<td>Very extensive</td>
</tr>
<tr>
<td></td>
<td>To much info at once.</td>
</tr>
<tr>
<td></td>
<td>Long.</td>
</tr>
<tr>
<td></td>
<td>No Pictures</td>
</tr>
<tr>
<td></td>
<td>Uses big words.</td>
</tr>
<tr>
<td></td>
<td>Not fair (one view)</td>
</tr>
</tbody>
</table>
LET'S DO THIS!

1 - 3 SLOs

Outline

Active Learning Activity

Put it all here:

http://tinyurl.com/h6eprbh
Share the stage!
What's one thing you learned today?

Reflect

How can you share with your colleagues?
Questions?