

Teaching, Learning and Leading
Key Roles for Librarians in the Academic Community
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Five Key Aspects of Learner-Centered Instruction for Librarians [who teach short units in already established course and who teach students one-on-one, often face-to-face and hands-on].

1. The Role of the Teacher

Currently: Most instructional practice still features teacher action.

The Change: Instructional action should focus on students learning

Examples: approaches that overcome the propensity to tell – not telling or showing the student how to search but guiding as the student searches; reference librarian as coach

Implications: Facilitative roles are more difficult and no less central in student learning experiences

2. The Balance of Power

Currently: Faculty make the key decisions about learning for students.

The Change: In ethically responsible ways, faculty share decision-making about learning with students.

Examples: answering questions by asking questions

Implication: Teachers control less, but students are involved more.

3. The Function of Content

Currently: Faculty cover content with the goal of building strong knowledge foundations.

The Change: Content should be used to build a knowledge base and to develop learning skills and learner self-awareness.

Examples: approaches that do not separate learning strategies from content

Implication: Teachers cover less, but student learn more.

4. The Responsibility for Learning

Currently: Faculty “force” learning on reluctant participants.

The Change: With students, faculty create learning environments that motivate students to accept responsibility for learning.

Examples: creating a climate conducive to library learning within an already existing classroom climate

Implication: As students grow more autonomous, they need teachers less

5. The Processes and Purposes of Evaluation

Currently: Evaluation activities are grade-oriented and completed exclusively by teachers.

The Change: Evaluation activities should also be used to promote learning and to develop self- and peer assessment skills.

Examples: letting students generate grading rubrics, letting students “assess” research products

Implication: Accurate self- and peer assessment produces learners that are better able to self-regulate

Content from: *Learner-Centered Teaching: Five Key Changes to Practice* by Maryellen Weimer.
Available from Jossey-Bass, 250 pages, \$33.00. To order online: www.josseybass.com