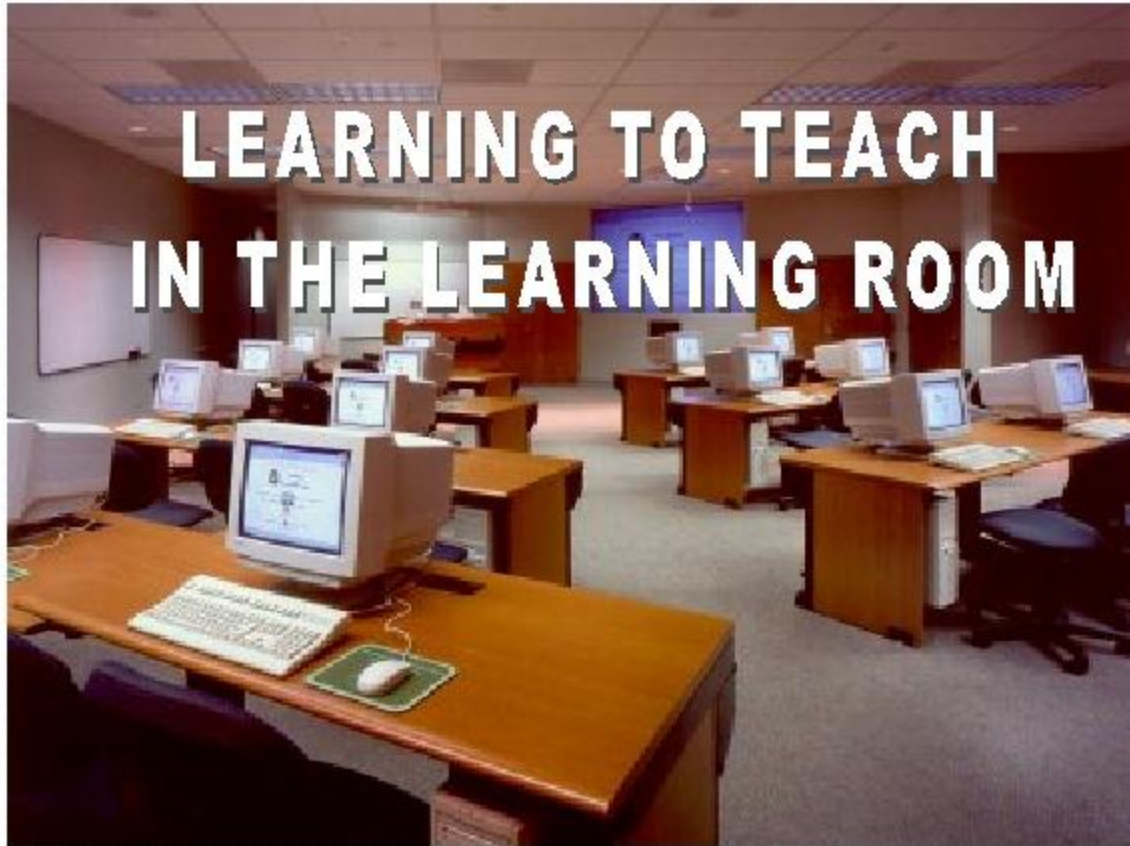


LEARNING TO TEACH IN THE LEARNING ROOM





The Libraries of The Claremont Colleges

THE CLAREMONT COLLEGES

- **Claremont McKenna College**
- **Harvey Mudd College**
- **Pitzer College**
- **Pomona College**
- **Scripps College**
- **Claremont Graduate University**
- **Keck Graduate Institute**





The Libraries of The Claremont Colleges

TYPES OF LIBRARY INSTRUCTION

- **Classes for freshmen**
- **Classes for new graduate students**
- **Upper level subject-focused classes**
- **Classes sponsored by the Libraries**





Bibliographic Instruction Classroom

Students' View

Where we taught
until Fall 1998

Instructor's View



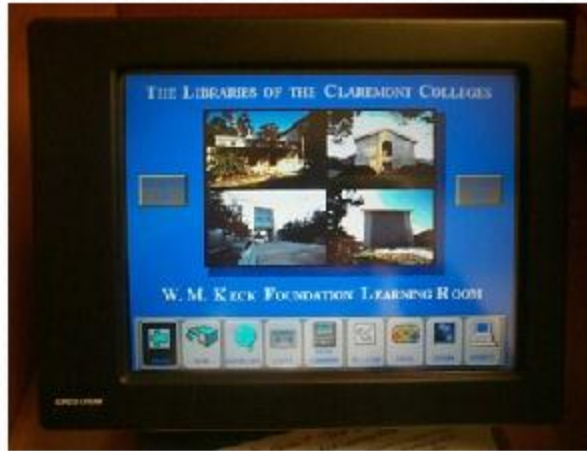


W. M. Keck Foundation Learning Room

W. M. Keck Foundation Learning Room



Instructor's View



**Control Panel:
Main Screen**

**Control Panel:
Tech Commander
Screen**





The Libraries of The Claremont Colleges

EXPECTATIONS FOR FALL '98

- Teaching with lots more technology
- Teaching hands-on
- Teaching with less lecture, more student involvement





The Libraries of The Claremont Colleges

PLANNING FOR FALL '98-- THE INSTRUCTION SPECIAL PROJECT TEAM

- **Formed in March 1998**
- **Charged with**
 - developing guides and sample lesson plans for standard classes we teach**
 - reviewing our instruction evaluation forms for students and faculty**





The Libraries of The Claremont Colleges

An Individual Who Is Information Literate

- Recognizes the need for information.
- Recognizes that accurate and adequate information is the basis for intelligent decision making and quality research.
- Articulates an appropriate question based on the problem, issue, or research need.
- Identifies the variety of possible sources in which to look for an answer.
- Defines a manageable focus and timeline for research.
- Develops and uses successful strategies for locating information.
- Analyzes and evaluates information from all types of sources.
- Understands the ethical, legal, and socio-political issues surrounding the uses of information.
- Selects information appropriate to the problem or question at hand.
- Synthesizes information into new knowledge.
- Applies knowledge gained to answer question, solve problem, or communicate ideas.
- Uses the skills outlined above to enable lifelong learning.





The Libraries of The Claremont Colleges

FRESHMAN EXERCISE

Students model basic steps in the research process as they proceed through the 5 parts of the exercise.

- **Part 1: Articulate an appropriate question**
- **Part 2: Identify sources that may answer the question**
- **Part 3: Select appropriate library resources**
- **Part 4: Use resources to identify information sources**
- **Part 5: Select and retrieve information**





The Libraries of The Claremont Colleges

VARIATIONS IN THE FRESHMAN EXERCISE

- **Steps 1-3 can be assigned before class.**
- **Steps 1-3 can be worked into class (10-15 min.), but students lose out on time to explore databases.**
- **Some lecture, some hands-on**
- **Some hands-on, some questions and explanation**





The Libraries of The Claremont Colleges

LEARNING TO USE THE FRESHMAN EXERCISE

- **Modeled teaching with the exercise, with instruction librarians as the “students.”**
- **Showed how to incorporate “standard” information on library services and resources into the session.**
- **Showed how exercise could be adapted to focus on the class topic.**
- **Reviewed the Learning Room’s capabilities.**





The Libraries of The Claremont Colleges

TEACHING THE FRESHMAN EXERCISE

- **Provided the exercise template in a shared folder accessible to all librarians.**
- **Offered team teaching opportunities for librarians not as familiar with the exercise or not as comfortable teaching in a highly interactive, hands-on setting.**
- **Provided step-by-step directions for using the Learning Room's capabilities.**



FIRST CLASS IN THE LEARNING ROOM





The Libraries of The Claremont Colleges

EVALUATING THE FRESHMAN EXERCISE

- **Formal Faculty Evaluations**
 - Liked how topic was broken down.
 - Liked hands-on.
 - Liked that students left the library with some research already done. A confidence builder.
 - Thought it would work better with a research assignment.
- **Formal Student Evaluations**
 - Already knew all that stuff.
 - Liked hands-on. Wanted more.
 - Found some books and articles.
 - Wondered where were the actual books and periodicals.





The Libraries of The Claremont Colleges

EVALUATING THE FRESHMAN EXERCISE

- Informal Librarian Evaluations
 - Allows lots of time for hands-on
 - Flexible
 - Includes the basics we want students to know
 - Reduces lecture and increases interaction by letting the students discover for themselves
 - Able to cover a lot of information in a hour or so

 - Too long and complicated, but there is nothing to leave out
 - Need more guidance on including tips and services
 - Difficult gauging how much hands-on time is enough





The Libraries of The Claremont Colleges

IMPROVING THE FRESHMAN EXERCISE FALL 1999

- **Provide an optional tour exercise for freshmen.**
- **Encourage team teaching to see how others use the exercise.**
- **Plan more brown bag lunches to discuss what works.**
- **Invite an outside expert to do a workshop on teaching in a hands-on learning environment.**

