RUL TEACH MEET SUMMER 2014

FACILITATOR:
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OUR AGENDA/EXPECTATIONS

ACTIVE LEARNING

INFORMATION LITERACY

ASSESSMENT
OUR TEACHMEET SESSIONS

Born in an Instruction Team meeting

- Communication Tool for RUL Faculty
- Share expertise among RUL Faculty
- Create a pool of resources/strategies
- Gain RUL Faculty input in steering instruction & assessment strategies
- Foster teamwork (around instruction & assessment) among the RUL Faculty
- Development of a Train the Trainees Series
  - Active Learning Strategies
  - Assessment Strategies
  - Librarians training librarians
  - Librarians training faculty
• Communication with academic faculty

• Determine tutorial content

• Running workshops
  o Sharing our expertise & successes

• Aligning our activities with institutional Strategic Plan

• Collaborating with various departments to create & assess programming

• Identification of appropriate assessment strategies and means of collecting student artifacts
Leveraging the Factors Affecting Student Learning
LEARNER CENTERED INSTRUCTION CONSIDERS

- Learning Outcomes/Objectives
- Learning Styles
- Learning Preferences
- Student Acceptance
LEARNING STYLES ADDRESSED VIA EMERGING TECHNOLOGIES

- WIKIS...
  - Active
  - Visual

- PINTEREST...
  - Active
  - Visual

- BLOGS...
  - Active
  - Reflective
  - Visual
  - Verbal
WHY ASSESSMENT?

• Does IL affect student success?

• Where do students learn IL skills?

• What role does the library play in the IL competencies of our students?

• Are the resources allocated to library instruction worthwhile for the institution?
AREAS OF ASSESSMENT

- Student Performance Assessments
- Librarian Self Assessment
  - ACRL Competencies
- Peer Assessment
- Information Literacy Program Assessment
Polling Libraries faculty, adjuncts, and students/RAs regarding their method/s of flipping the classroom

Polling Writing Program instructors who do not elect a library session

Comparing LibGuide usage statistics prior to Spring 2014 to determine the impact of this instruction tool

Periodic and systematic collection of random student artifacts and designating an ‘assessment day’ when library and academic faculty will read essays using a rubric for integrated writing and research. This will involve training of readers.

– July 22 training session
Millennial Students Are Digital Natives

- Used to receiving information quickly
- Prefer to receive graphics before text
- Function best when networked/team oriented
- Thrive on instant gratification and frequent rewards
- Prefer games to ‘serious’ work and like to ‘do’ things

Assessments Match Them

- Brief Quizzes/Audience Response Systems
- Utilize images in place of text in multiple choice tests if appropriate
- Utilize blogs and discussion boards for reflective learning
- Discussion boards allow summative assessment opportunities/Audience Response Systems
- Interactive activities work: Jigsaw Classroom
**Where are we?**

Where/How do you see our instruction program today? Identify any specific strengths or challenges to our approaches to instruction and assessment.
Where do we need to be?

Think about standards, pedagogy, our RUL strategic plan, etc.?
What steps can we take? What strengths can we leverage? Are there partnerships/collaborations that we can leverage? What should we change?
PASS THE ‘PROBLEM’

- Write your ‘problem’
- Reader 1 gives feedback & recommendations
- Reader 2 gives feedback & recommendations
- Consult on ‘problem’ & apply solutions
ACTIVITY

- What challenge have you faced in
  - attempting to integrate IL skills into coursework?
  - collaborating with faculty?
  - assessing student learning?
  - student engagement in the classroom?
  - something else related to teaching or assessment?
E201: WHAT CAN WE DO BETTER?

- WHAT SHOULD WE NOT DO?
- WHAT SHOULD WE KEEP DOING?
- HOW CAN I CONTRIBUTE?
- HOW CAN YOU CONTRIBUTE?
INFORMATION: Some E201 courses/topics

- THE ENVIRONMENT
- NUTRITION & EXERCISE SCIENCE
- EPIDEMICS
- ANIMAL ECOLOGY
- SCIENCE, MEDICINE & SOCIETY
- CULTURE OF HEALTHCARE
- HEALTHCARE ETHICS
- ETHICS OF FOOD
- NATURAL DISASTERS
How likely are you to include today’s teaching strategies into your instruction next fall 2014?

- A. VERY LIKELY
- B. LIKELY
- C. UNLIKELY
- D. VERY UNLIKELY
HOW LIKELY ARE YOU TO SIGN UP FOR E 201 THIS FALL?

• A. VERY LIKELY
• B. LIKELY
• C. UNLIKELY
• D. VERY UNLIKELY
I AM MORE FAMILIAR WITH RUL COLLABORATION WITH THE WRITING PROGRAM FOR E201

• A. STRONGLY AGREE
• B. AGREE
• C. NEUTRAL
• D. DISAGREE
• E. STRONGLY DISAGREE


Middle States Commission on Higher Education. ‘Developing Research and Communication Skills: Guidelines for Information Literacy in the Curriculum.’
