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Librarians as Information Trainers: Using Training Techniques to Improve Information Literacy Instruction

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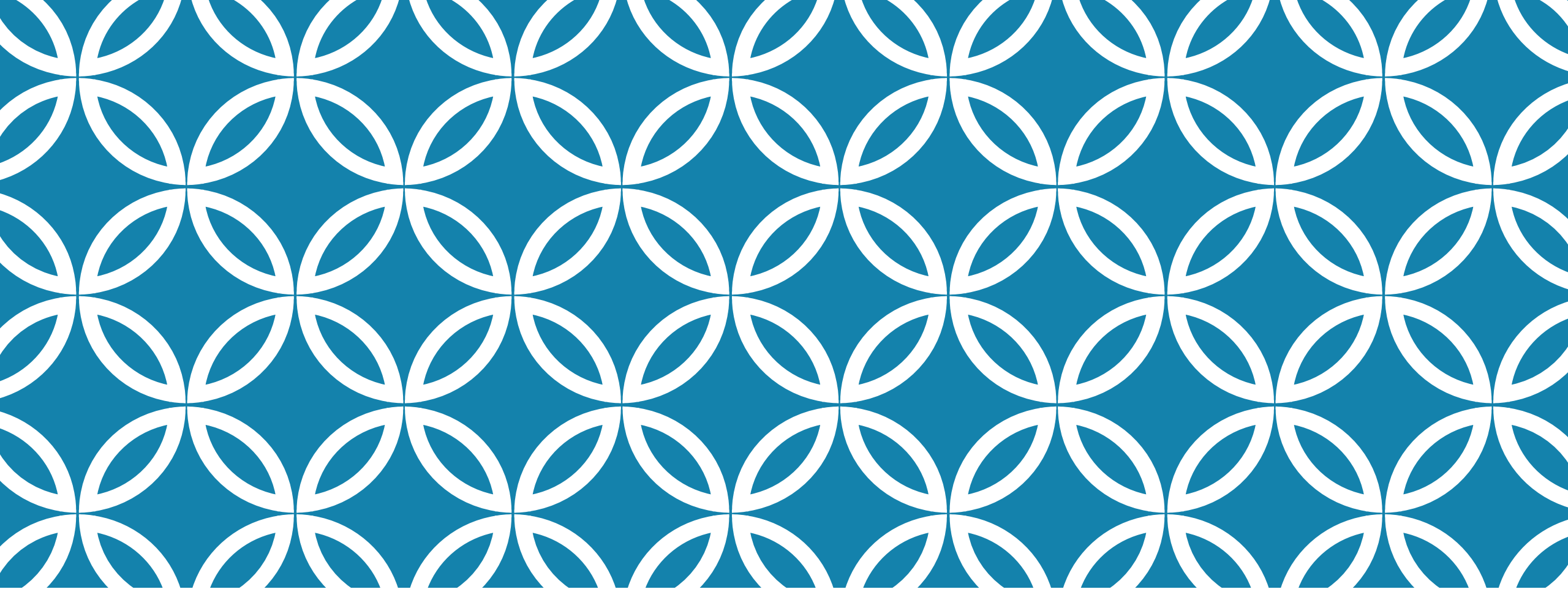


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LIBRARIANS AS INFORMATION LITERACY TRAINERS

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WHAT DO I MEAN BY TRAINING?

“Training is often used to refer to learning that is associated with the development of very specific skills in the workplace.” (Allan, 2003, p.4)

Trainers not only train, but also instruct and educate (Stolovitch & Keeps, 2002)



WHY DID I DECIDE TO RESEARCH THIS?

The “one-shot” connection

Attempts to apply faculty professional development to a librarian position;



Libraries should look outward

PRIOR RESEARCH?

Training Skills for Library Staff :“this book is written for library staff who are involved in delivering training events either to their colleagues or customers” (Allan, 2003, p.7)

Woodard, B.S. (1989). A selective guide to training literature for the reference librarian/trainer. *Reference Services Review*, 17(2), 41-51. doi: 10.1108/eb049055

Birdsong, L. (2009). Information literacy training for all. *Searcher*, 17(8), 18-54.

Stern, C., & Kaur, T. (2010). Developing theory-based, practical information literacy training for adults. *International Information & Library Review*, 42(2), 69-74.

doi:10.1016/j.iilr.2010.04.011

Blummer, B., Kenton, J. M., & Liyan, S. (2010). The Design and Assessment of a Proposed Library Training Unit for Education Graduate Students. *Internet Reference Services Quarterly*, 15(4), 227-242. doi:10.1080/10875301.2010.526491

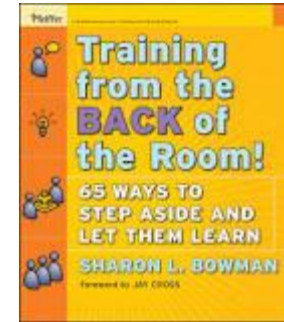
Non-US publications

METHODOLOGY

Read training books

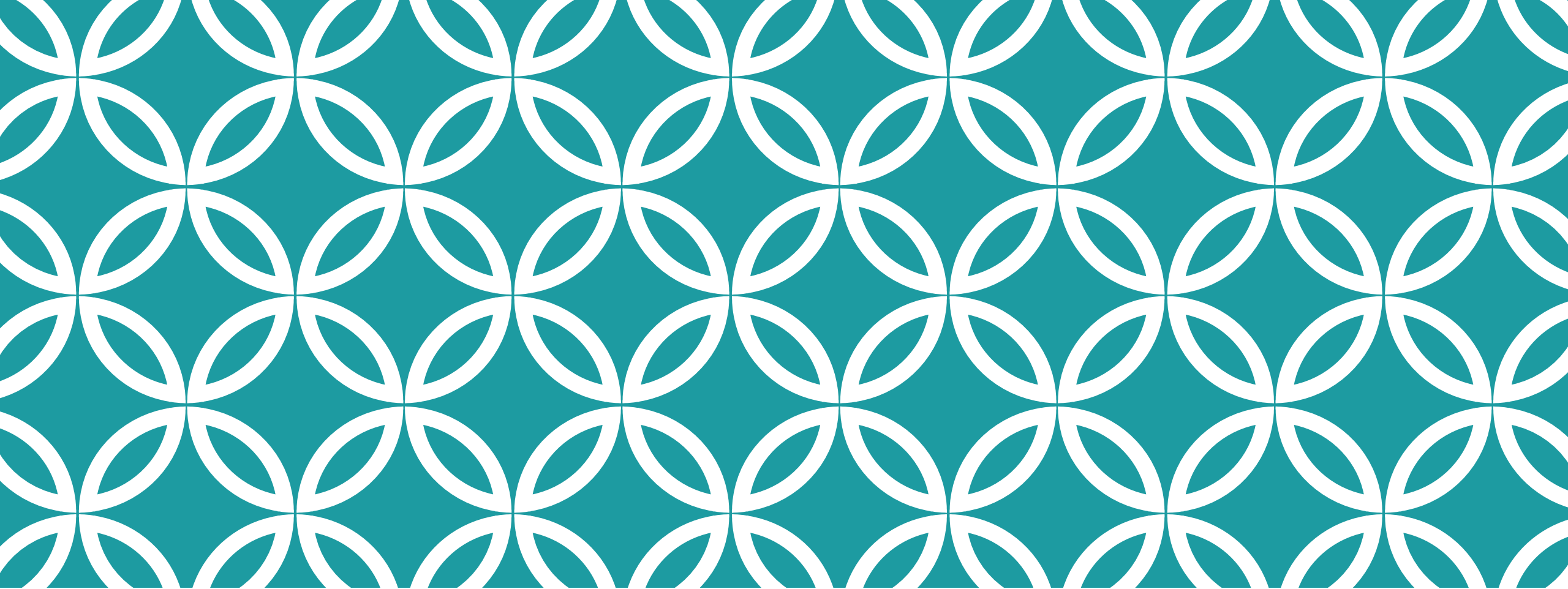
Attend a “Train the Trainer” session

Attempt to apply concepts to information literacy instruction
(and compare to library instruction literature)



TRAINER-LIBRARIAN COMPARISON

	Trainers	Librarians
Profession	Rapidly changing	Rapidly changing
Mission	Workplace performance	Information literacy, academic performance
Important trends	ROI, evaluation	ROI, evaluation
Themes	Motivation, fun, adult learners, learner-centered, needs/skills gap	Pedagogy (and some andragogy), assessment, active learning
Research	Brain-based learning	Psychology of learning



TRAINING DESIGN



10 ESSENTIAL ELEMENTS OF TRAINING (JONES)

1. Know your subject
2. Know your audience
3. List audience needs
4. Learning domain (skills, knowledge, behavior)
5. Evaluate as you go
6. Set up tool box (activities, techniques)
7. Lesson plan
8. Methods
9. Creativity
10. Sandwich method

DESIGN METHODS

Training

PDE: Plan/Design/Evaluate (Jones)

5-step model: Rationale, Objectives, Activities, Evaluation, Feedback (Stolovitch & Keeps, 68-69)

4 C's: Connections, Concepts, Concrete Practice, Conclusions (Bowman, 54-55)

Library

RECOGNIZE the learner's need

ANALYZE the present situation

DEVELOP instructional goals, objectives, and ELOs

DESIGN appropriate instructional and assessment methods and materials

IMPLEMENT the instructional plan

ASSESS the ELOs

REVIEW data and revise

(Grassian & Kaplowitz, 2009, p. 112-113)

GOALS

Trainers (Jones)	Librarians (Grassian & Kaplowitz, 2009, p.116)
Goal = general, what instructor wants students to do, use a passive verb + title of session	Goal = “overall intent of the instruction”
Goal example: “Learn to search a database.”	Goal example: “To teach how to critically evaluate Web sites.”

OBJECTIVES (BEGIN WITH THE END IN MIND)

Trainers (Jones)	Librarians (Grassian & Kaplowitz, 2009, p.116)
Objectives = written from learner perspective; ASSBAT + action verb	Objectives = “behavior(s) learners will exhibit after instruction”; ABCD or performance/condition/criteria
Terminal (major) – take 1.5 hours; Enabling (minor) – take 15 minutes or less	Objectives & ELOs, “the action(s) learners will perform to indicate they have attained the objective”
SAM (specific, attainable, measurable)	Measurable, observable

EXAMPLES OF OBJECTIVES

Training

All students should be able to select at least two sources for a research paper using the library's Onesearch database.

Library

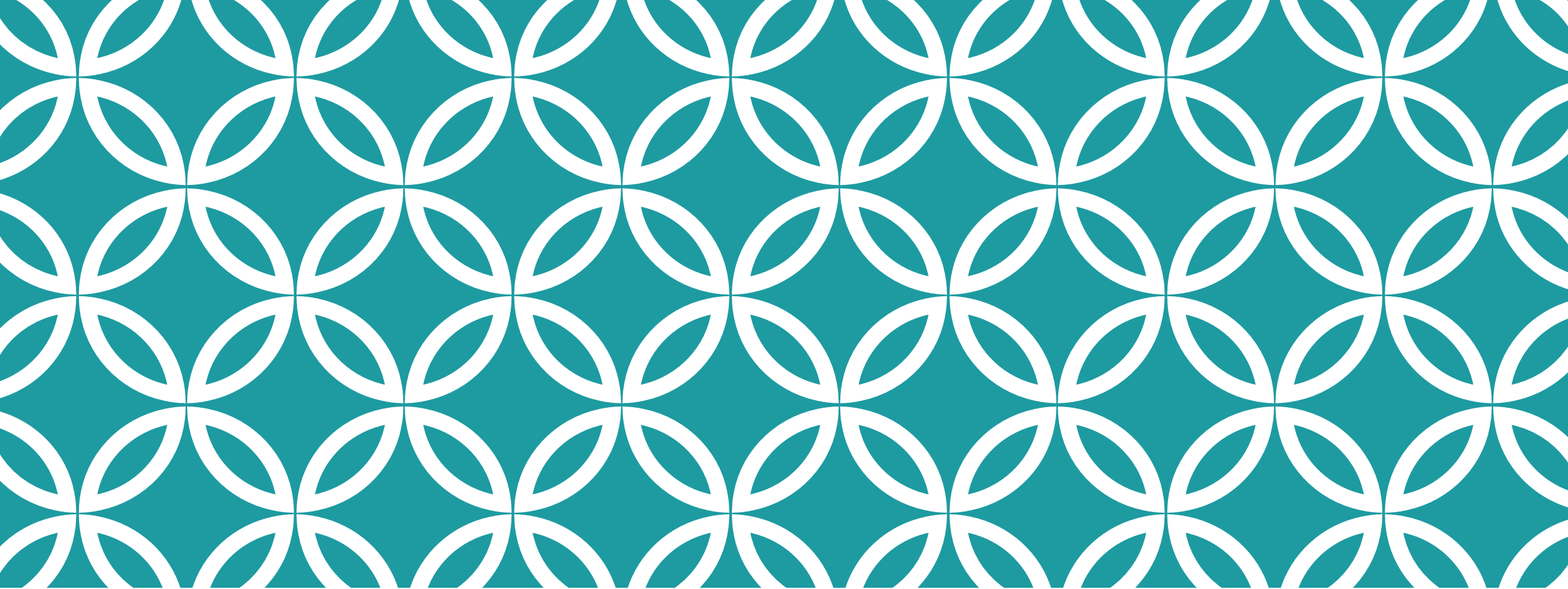
“After a 50-minute stand-alone instructional session that includes a mix of lecture, demonstrations, group exercises, and discussion instruction, learners will be able to determine the quality and appropriateness of Web sites for their research needs” (Grassian & Kaplowitz, 2009, p. 116).

TRAINING: WHAT TO INCLUDE

Teach only the “need-to-knows” and put the “nice-to-knows” on a handout (Bowman, 2009; Jones)

Activities should relate directly to learning objectives and should have “elements of challenge, curiosity, and fantasy” (Stolovitch & Keeps, 2002)

See References (or any training resource) for activity ideas



DELIVERY |

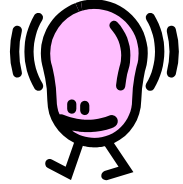
ELEMENTS OF BRAIN-BASED LEARNING

1. Positive emotional experiences
2. Multi-sensory stimulation and novelty
3. Instructional variety and choices
4. Active participation and collaboration
5. Informal learning environments



(Bowman, 32)

OTHER BRAIN-BASED LEARNING TRAINING PRINCIPLES



5-9 “chunks” of information can be taken in at once, and leave short-term memory in 15-20 seconds (Stolovitch & Keeps, 2002)

Students will remember the beginning and the end best (primacy-recency principle) (Bowman, 2009)

75-minutes then move (Jones)

Must encounter a topic 6 times to commit to memory (Jones)

THE “EXPERT” MODEL

Experts have *procedural* knowledge, but must turn it into *declarative* knowledge, which doesn't always work very well (Stolovitch & Keeps, 2002)



LEARNER-CENTERED TEACHING

“Trainer-led but participant-fed” (Jones)

“Ask yourself – if I lost my voice, how could I have them teach this to each other?”
(Bowman, 2009, p.45)



MOTIVATION

Motivation = Value + Confidence + Positive Learning Atmosphere (Stolovitch & Keeps, 2002)

“Creating a varied and dynamic instructional environment is only part of the battle”
(Grassian & Kaplowitz, 2009, p. 62)

PRACTICAL TIPS FROM TRAINING

Don't begin with traditional instructions and overviews; instead start by learning and making connections (Bowman, 2009)

Group work – always choose a leader

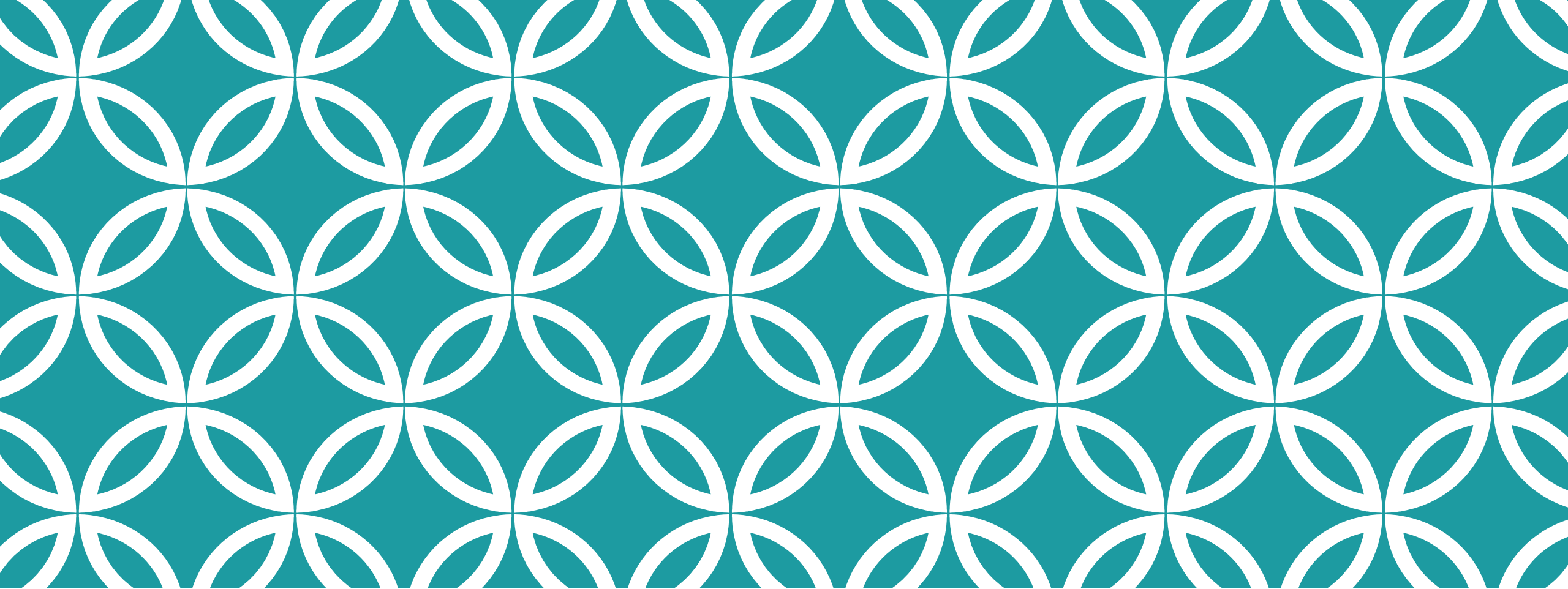
Limit PowerPoint; write your notes on flip charts

Between sections, use “AHA's” as review

Ask, don't tell

Use pictures, stories

Handouts as prizes (Jones)



EVALUATION/ ASSESSMENT



NEEDS ASSESSMENT

“The absence of an analysis usually results in instruction that misses the mark, wastes time and money, and destroys trainee motivation to learn more...Just as often, they don't perform as expected because they are punished if they do, rewarded if they don't, or ignored regardless of the quality of their performance.” (Mager, 2008, p.173)

NEEDS ASSESSMENT

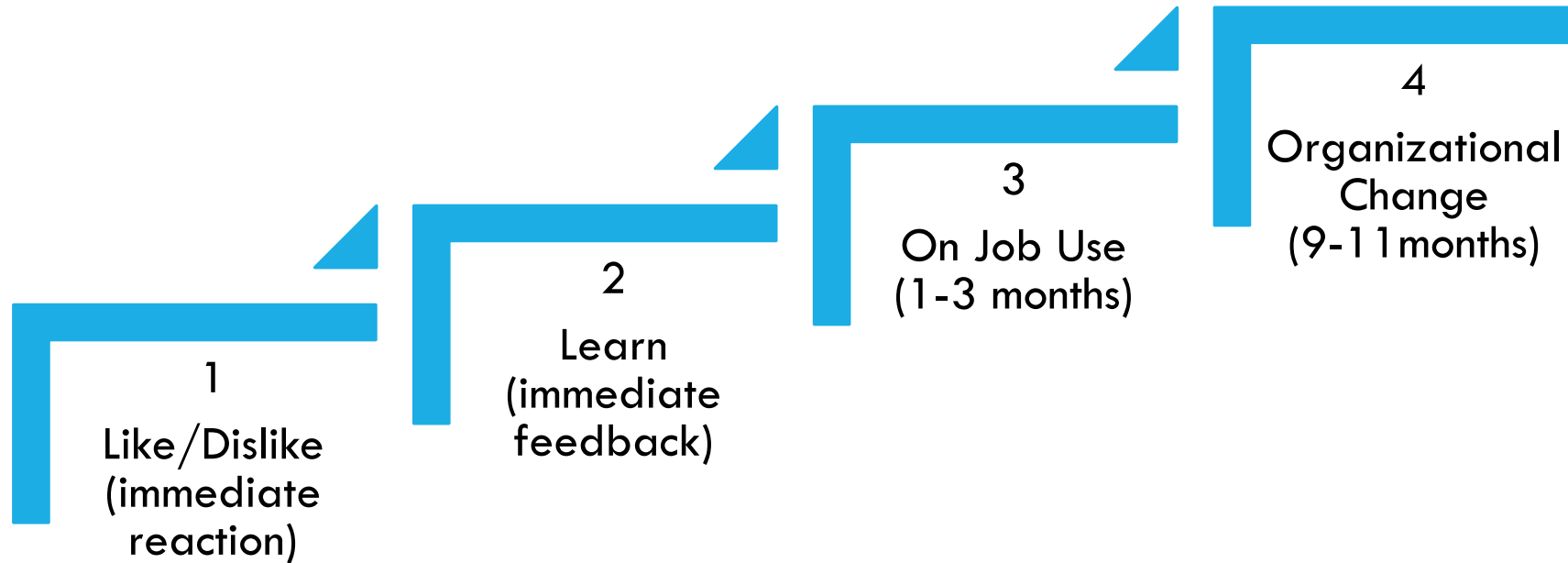
Can be done as part of an introduction

Real vs. perceived: “they” need

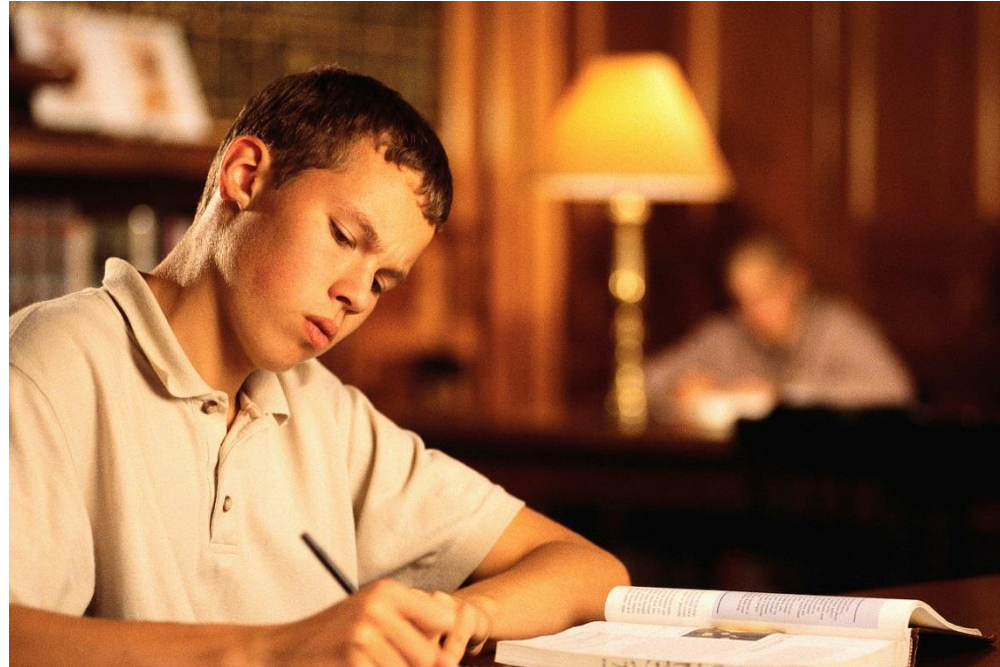
Can't/won't/don't

Should be done before every training, and formally once per year (Jones)

LEVELS OF EVALUATION

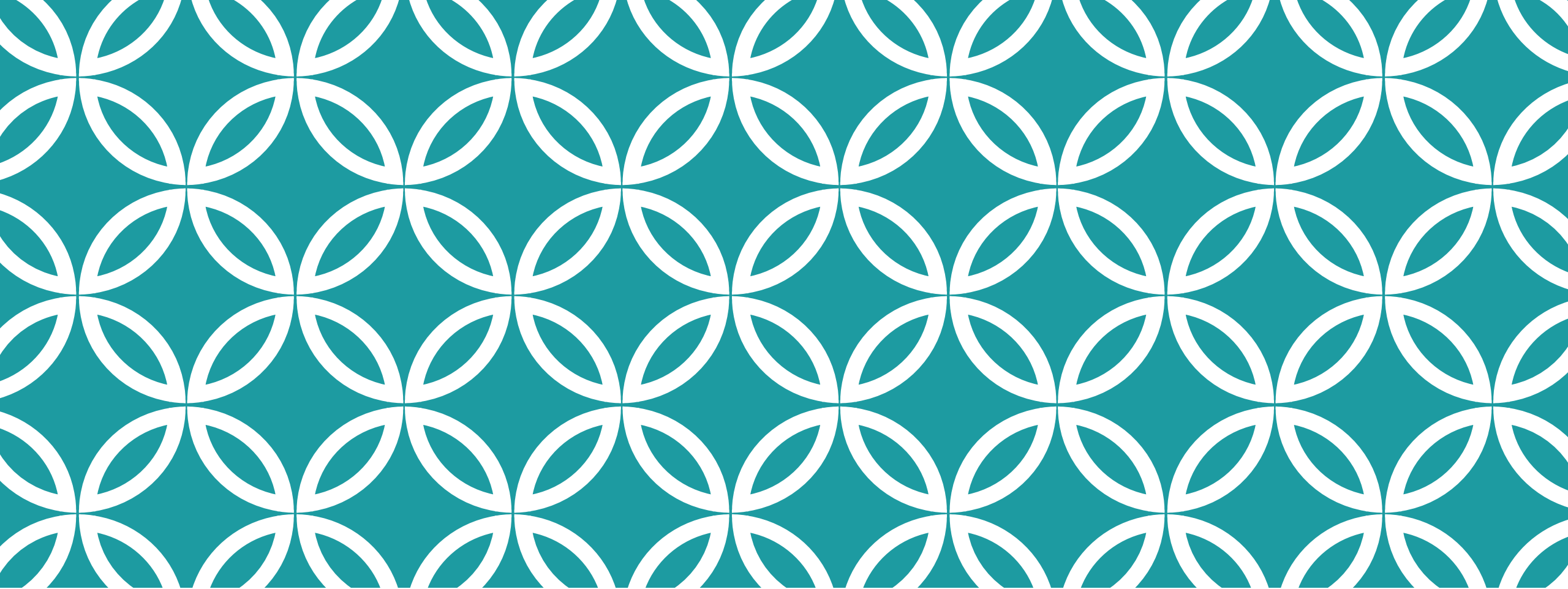


LIBRARY ASSESSMENT



**WHAT WILL YOU DO WITH THIS INFORMATION
WHEN YOU RETURN TO WORK?**





CONCLUSIONS



WHAT LIBRARIES CAN LEARN FROM TRAINERS

Needs assessment – can't/won't/don't

Demonstrate the why; “hook” them

For one-shots, limit to one terminal objective and share with students

Incorporate more group work (and always assign a leader)

Review

Ditch the theory!



FURTHER EXAMINATION

Read more of the training literature

Citation analysis – training literature vs. library literature

Applying training principles to a specific instruction scenario

TRAINING LITERATURE *DOES* HELP

There are a wealth of activity examples appropriate for shorter, ungraded interactions

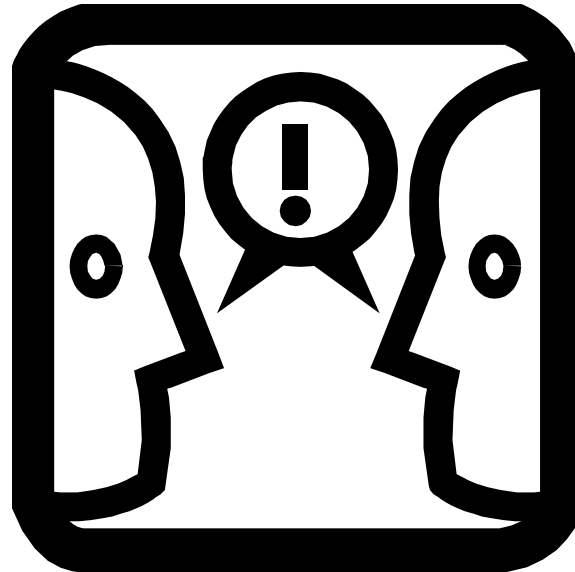
Take a “Train the Trainer” course

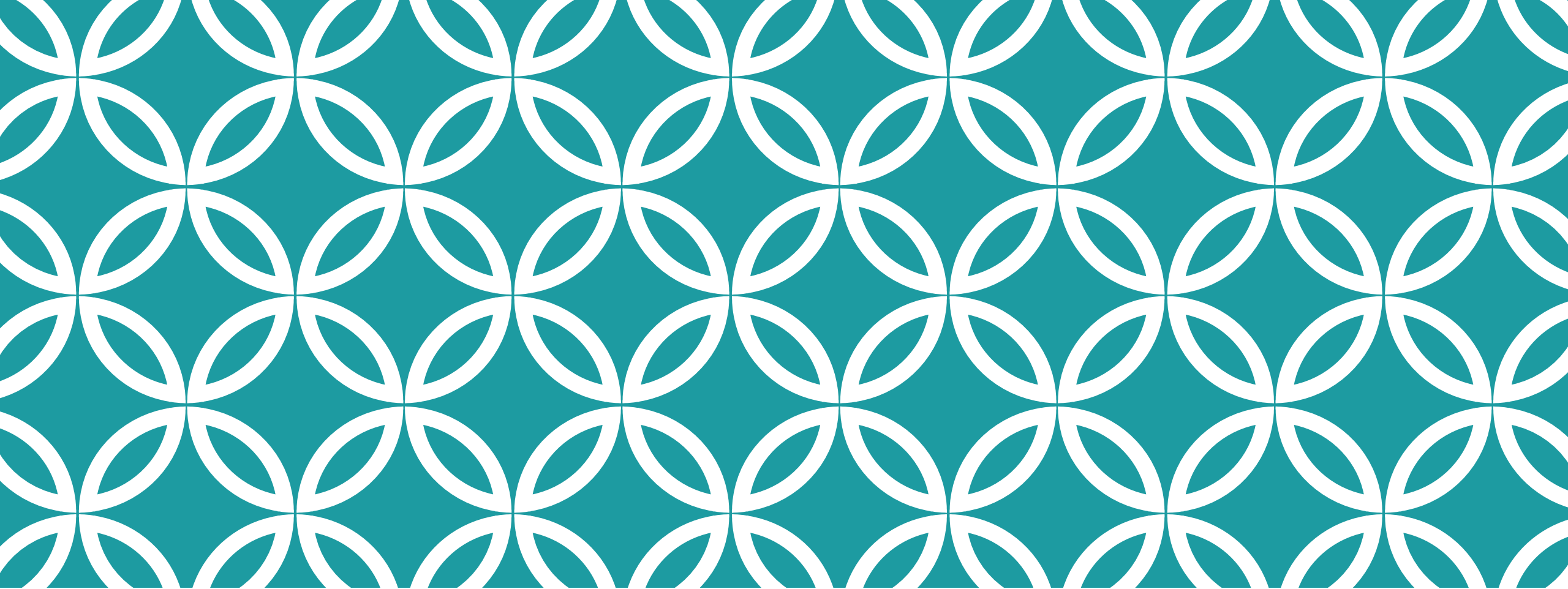
What I’ve tried

- Ask, don’t tell
- Assign a leader
- Connect with prior knowledge

What I want to try

- Use a hook; demonstrate the “why”
- Include review activities
- Can’t/won’t/don’t





THANK YOU!

Questions?

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Stolovitch, H. D., & Keeps, E. J. (2002). *Telling ain't training*. Alexandria, VA: ASTD.

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