(Formerly known as the Georgia Conference on Information Literacy)

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The Instructional Consultation: A Model for Fostering Teaching Partnerships beyond the One-Shot

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The Instructional Consultation: A Model for Fostering Teaching Partnerships beyond the One-Shot

2015 Georgia International Conference on Information
September 25, 2015
Andrea Baer, Indiana University

Session Overview

- Changing teaching roles + librarian-faculty relations
- Forms of instructional consulting
- Group work with consulting scenarios
- Barriers to consulting as equal partners
- Responses to these challenges

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ENTHUSIASTIC CHAMPION OF TRANSLITERACY, CREATIVE COMMONS, OPEN SOURCE, & SHAMELESS SHARING!

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COMMITTED TO BEING A POSITIVE & FIERCE CHANGE AGENT WITHIN HER SCHOOL, COMMUNITY, DISTRICT, STATE, NATION, WORLD, & THE UNIVERSE!

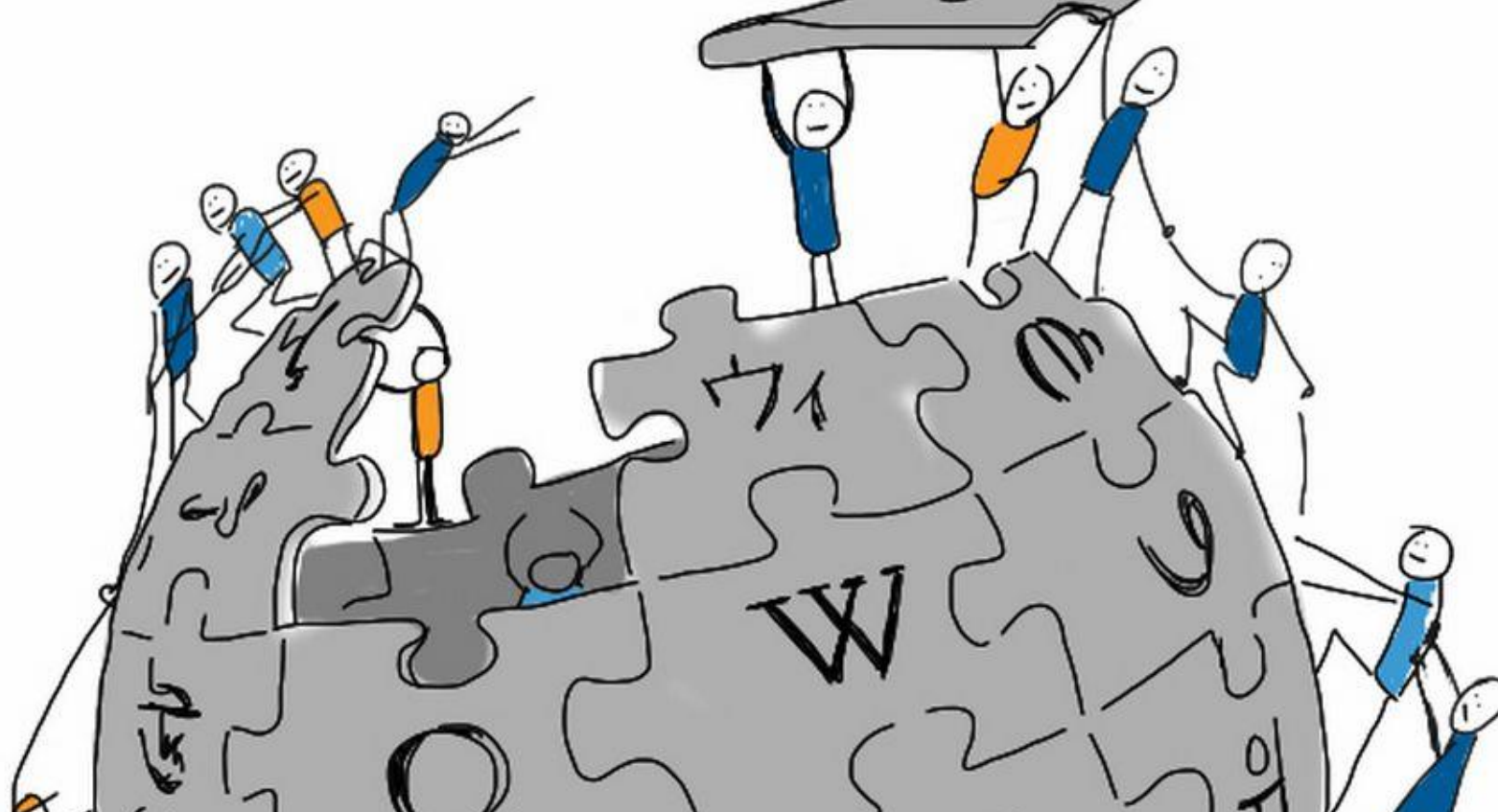SUPER SUPPORTER OF DIGITAL CITIZENSHIP, & INTELLECTUAL CURIOSITY & FREEDOM!

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"IL as an **educational reform movement** will realize its potential only through a richer, more complex set of core ideas"

(ACRL Framework for Information Literacy, 2015)

"creating a new cohesive curriculum for information literacy"

(ACRL Framework for Information Literacy, 2015)

"Librarians and teaching faculty must understand that the *Framework* is not designed to be implemented in a single information literacy session in a student's academic career; it is intended to be developmentally and systematically integrated into the student's academic program at various levels."

- ACRL Framework for Information Literacy, 2015

"The *Framework* redefines the boundaries of what librarians teach and how they conceptualize the study of information within the curricula of higher education institutions"

(ACRL Framework for Information Literacy, 2015)

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Small Groups

In what ways does your work as an educator extend beyond the boundaries of the traditional one-shot?

In what ways would you like for your instructional involvement to expand? What challenges do you face in doing this?

Successful Collaboration (Ivey, 2003)

- shared, understood goal
- mutual respect, tolerance, and trust
- competence for the task at hand by each of the partners
- ongoing communication

(p. 102)

insuperability *n* ► **in·super·ably** *adv*

insupportable ① (ˌɪnsəˈpɔːtəbᵊl) *adj* **1** intolerable; insufferable. **2** incapable of being defended. ► **insup·portableness** *n* ► **ˌinsup·por**...

insurance ⓣ (ɪnˈʃʊərəns, -ˈʃɔː-) *n* **1a** ...viding financial protection against death, loss, or damage. **1b** the state... called: **insurance policy**. the policy ... pecuniary amount of such protecti... turn for such protection. **f** *(as mod*...

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Small Groups

How do you open dialogue with other educators? What successes or challenges have you experienced with this?

What does the term "instructional consulting" call to mind?

Do you do such consulting (formally or informally)? If so, in what situations? Have you found certain approaches or strategies more or less successful?

Scenarios (Small Groups)

Identify an instructional scenario in which further instructor-librarian dialogue would enrich teaching and learning.

- How might you open conversation?/
What might you say/do?
- What questions or concerns do you have about this interaction?

(10 minutes)

Scenarios (Small Groups)

Choose or modify one of these, or identify your own scenario.

a. Professor Brown teaches a first-year experience class and has requested a 50-minute library session that introduces students to the library's resources. There is no research assignment, but the instructor would like for students to know how to use the library for future courses.

b. Students in an introductory business course have been given an assignment to research a company and to write a report on its strengths and weaknesses. Five students have visited the reference desk today, and have not known where to begin research or how to develop their company analysis.

c. Professor Chu has requested a 30-minute library session for her second-year sociology course on gender and identity. Her students. They have been assigned a 10-page argumentative research paper assignment. Students must use one book and 5 peer-reviewed articles. The class should introduce students to the library catalog and databases.

Scenarios (Small Groups)

Identify an instructional scenario in which further instructor-librarian dialogue would enrich teaching and learning.

- How might you open conversation?/
What might you say/do?
- What questions or concerns do you have about this interaction?

Group Discussion

Did you anticipate certain challenges in initiating this interaction with the instructor? If so, what might the obstacles be? What approaches or strategies might help in addressing them?

"If partnering with faculty is commonly agreed upon as essential to robust and effective teaching, then a service orientation that compromises this perspective is not instruction. [...] The "customer is always right" attitude is not an effective teaching or collaborative philosophy. This attitude will perpetuate an uneven relationship [...]"

(Meulemans & Carr, 2012)

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