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Transforming the Way Librarians Think About Teaching

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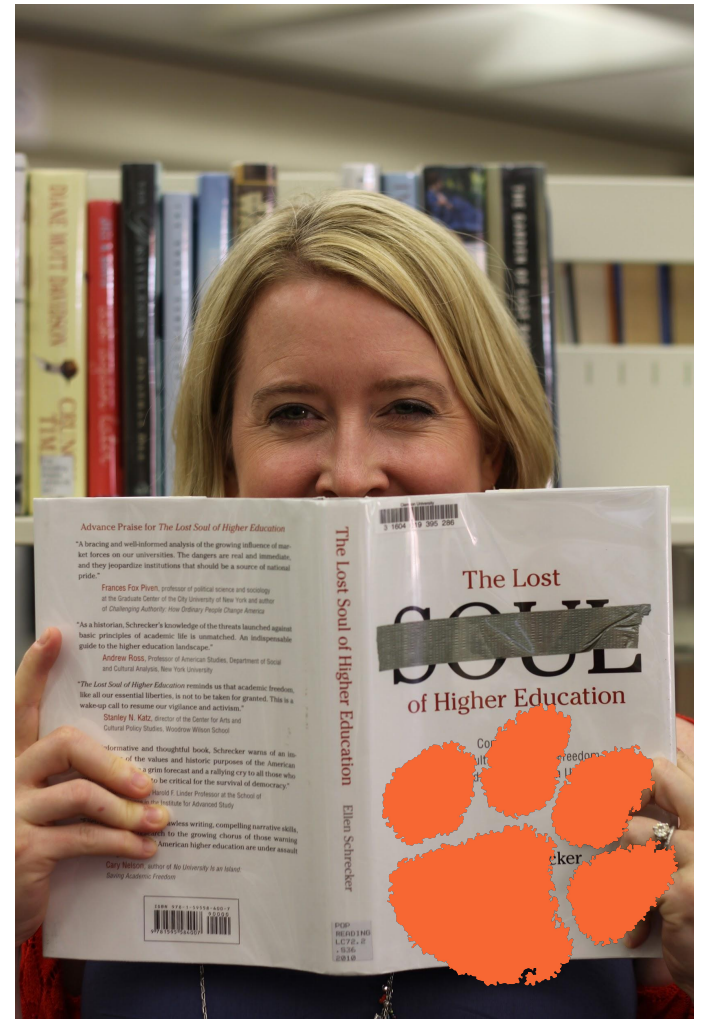
Transforming the Way Librarians Think About Teaching

2018

Institute for Scholarship of Teaching and Learning
Anne Grant, Clemson University Libraries

Who Am I?

- Library Instruction Coordinator since 2008
- Medieval Historian
- Mom of 2
- Wife
- PhD student



What I'm trying to do...

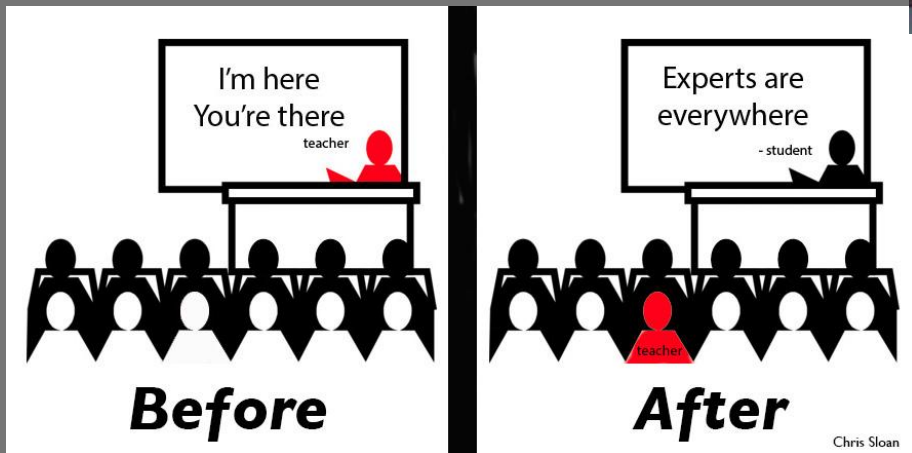
This currently on-going study seeks to determine if a series of workshops focused particularly on honing teaching and learning skills would change the way that a group of academic librarians perceived themselves as teachers.

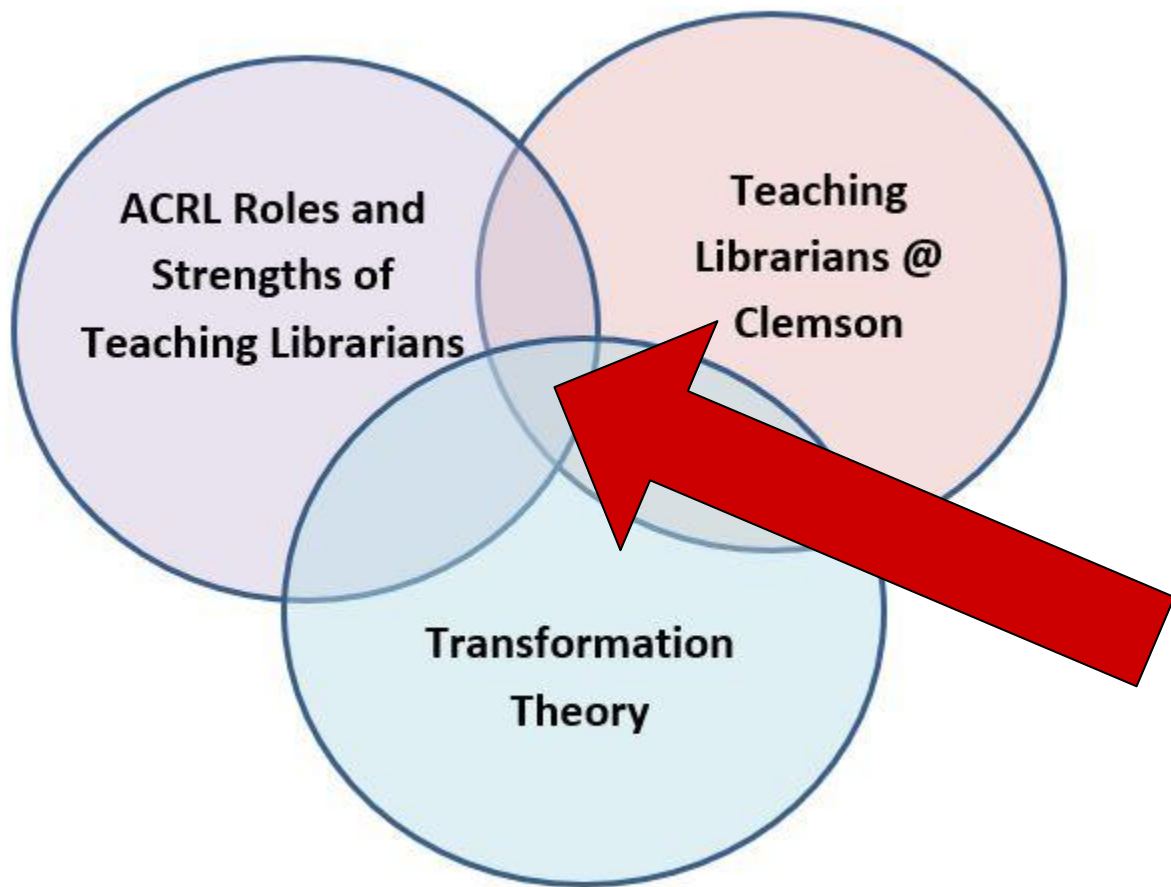
Theoretical Framework: Transformation Theory (Mezirow)

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**What is the role of
teaching in
academic
librarianship?**







**ACRL Roles and
Strengths of
Teaching Librarians**

**Teaching
Librarians @
Clemson**

**Transformation
Theory**

Methods

- Conduct semi-structured interviews with small group of teaching librarians
 - Provide a 2 day summer teaching institute for librarians led by myself and the director for the Office of Teaching Effectiveness and Innovation
 - Provide Teacher Forums throughout the fall semester to offer continuing education on teaching topics
 - Encourage teaching librarians to participate in peer observations and self-reflections
 - Conduct follow up interviews at the end of the semester
 - Code data using Atlas Ti
-

Limitations

- Bias - conducting research in my area of expertise/in my own silo
 - Familiarity with subjects
 - Unfamiliarity with Atlas Ti
 - New territory for Clemson Librarians
-

What is Transformation Theory?

Mezirow defines transformative learning as “the social process of constructing and appropriating a new or revised interpretation of the meaning of one’s experience as a guide to action” (Mezirow, 1994)

Elements of Transformation

1. Disorienting Dilemma
2. Self-Examination of Feelings
3. Critical Assessment of personally internalized role assumptions and sense of alienation from traditional social experiences
4. Relating ones discontent to similar experiences of others or to public issues - recognizing that one's problem is shared and not exclusively a private matter
5. Exploring and Planning New Roles
6. Building competence and self-confidence in new roles
7. Planning a course of action
8. Acquiring knowledge and skills for implementing one's plans
9. Provisional efforts to try new roles and to assess feedback
10. Reintegration into society on the basis of conditions dictated by the new perspective

Transformative Learning Theory (Mezirow, (1981) *A Critical Theory of Adult Learning and Education* *Adult Education* 32(1), 7.)

What do librarians teach?

ACRL Framework for Information Literacy

- Authority Is Constructed and Contextual
 - Information Creation as a Process
 - Information Has Value
 - Research as Inquiry
 - Scholarship as Conversation
 - Searching as Strategic Exploration
-

ACRL Roles and Strengths of Teaching Librarians

This role emphasizes activity in the classroom or other instructional environments where the librarian interacts directly with learners. The teacher employs best practices of teaching and learning for integrating information literacy into higher education. The teacher engages with learners, partners with faculty and administrators, and motivates learning with regard to the importance of information literacy in disciplinary, subject-based, and applied contexts. The teacher employs a learner-centered approach, encouraging learners to be agents in their own learning.

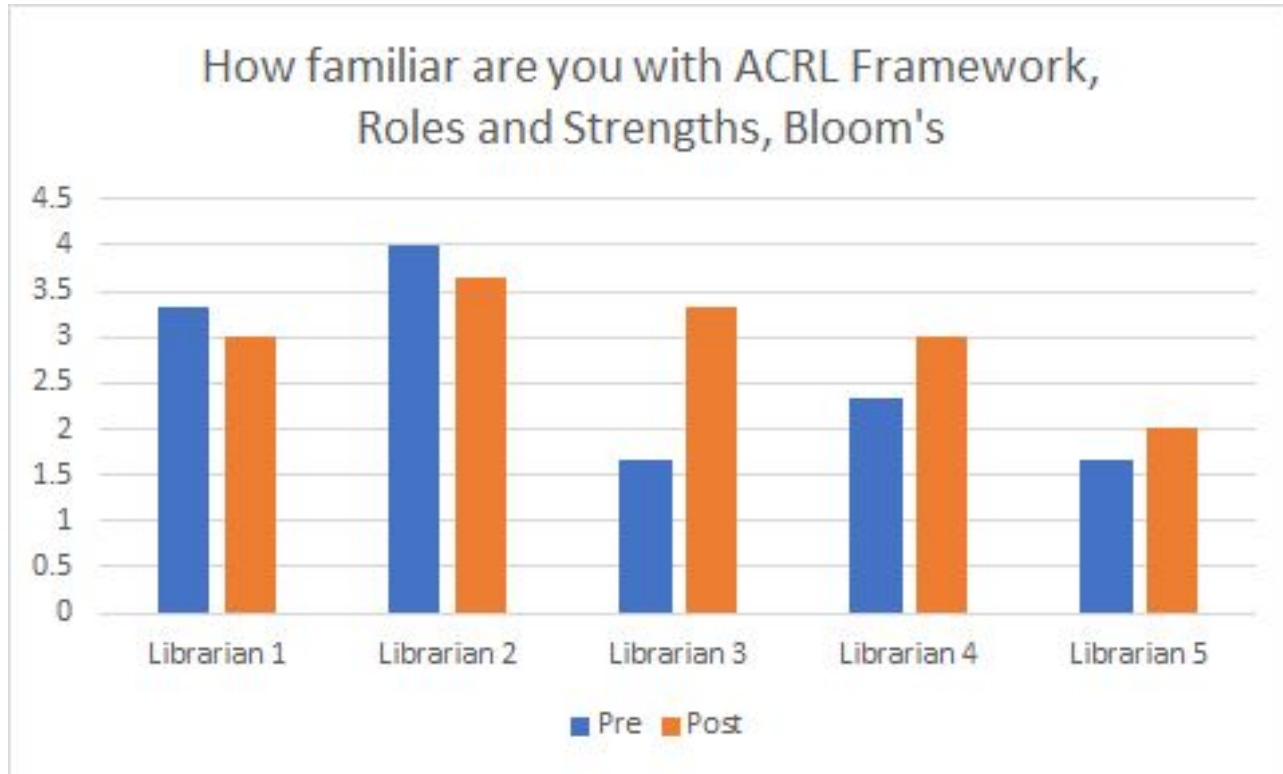
<http://www.ala.org/acrl/standards/teachinglibrarians>

What do librarians know?

How familiar are you with...

- ACRL Framework
 - Bloom's Taxonomy
 - ACRL Roles and Strengths of Teaching Librarians
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Overall Results

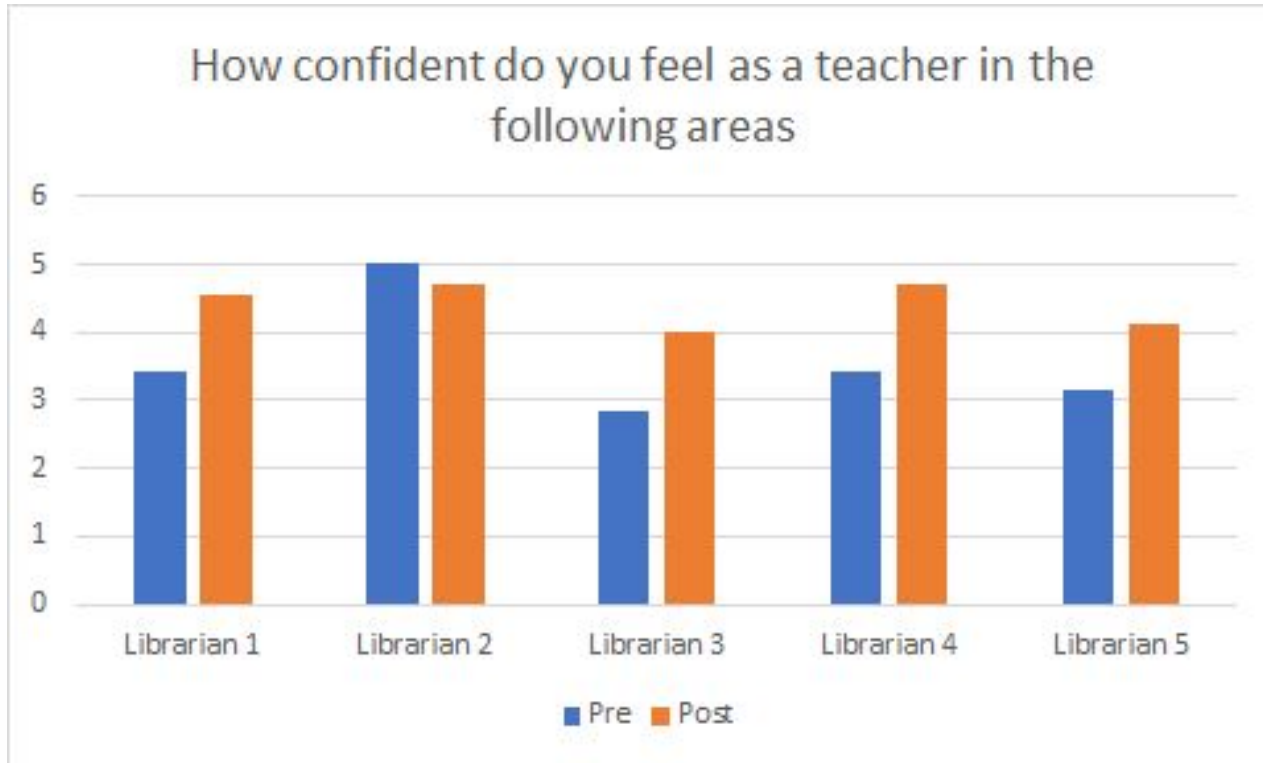


**How confident do librarians
feel about teaching?**

How confident do you feel as a teacher or presenter in the following areas:

- Analyzing the needs of each teaching/learning setting, environment, or group and employing appropriate pedagogical techniques to meet those needs.
 - Articulating goals and learning outcomes for training or presentation.
 - Selecting from a repertoire of pedagogies and techniques for diverse learners and learning contexts and experimenting with innovative instructional techniques and tools.
 - Creating a positive and interactive learning environment which recognizes the importance of context.
 - Engaging in assessment to ensure that instruction is meeting the defined learning outcomes.
 - Demonstrating enthusiasm for teaching and learning and a commitment to professional development, lifelong-learning, and reflective practice.
 - Adapting concepts from professional documents and guidelines such as the Framework for Information Literacy for Higher Education in design and content of instructional situations.
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Overall results



Steps Toward Transformation

Multisource Feedback

Berk (2009)



Figure 3. A 360° MSF assessment of a professor (formative decisions about teaching).

Transformation @ Clemson



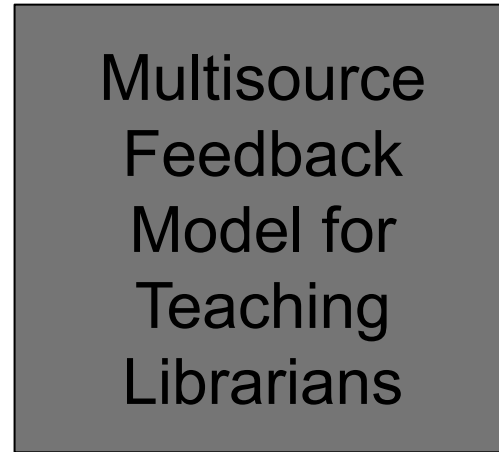
Professional Development



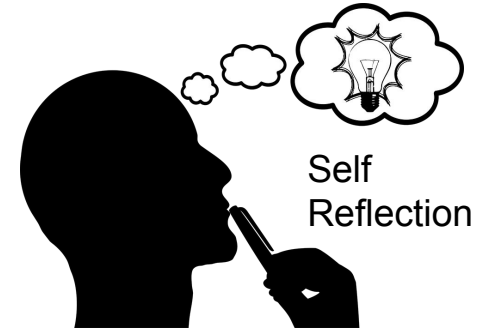
Peer Feedback



Student Feedback



Multisource
Feedback
Model for
Teaching
Librarians



Self Reflection

Future Directions

- Planning next steps for teaching librarians
 - Using what I learn here about SoTL to encourage more research about our teaching and its impact on students
 - Involve academic librarians from other schools to bring new ideas to Clemson
 - Emphasizing the social aspects of learning about teaching via a Learning Community of some kind
-

Questions I have encountered

- Why did some librarians fall in familiarity or confidence?
 - What themes will emerge as transformative elements?
 - How am I going to process all of this data?!
-

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**How would you
encourage librarians
to try new
approaches to their
teaching?**

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Questions/
Comments?

References

Berk, R. A. (2009). Using the 360 multisource feedback model to evaluate teaching and professionalism. *Medical Teacher*, 31(12), 1073-1080.

"Framework for Information Literacy for Higher Education", American Library Association, February 9, 2015. <http://www.ala.org/acrl/standards/ilframework>

Mezirow, J. (1981). A critical theory of adult learning and education. *Adult Education*, 32(1), 3-24.

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