

4-22-2016

Fireworks Display of One-Shot Library Instruction

Terri Rickel

University of Nebraska - Lincoln, trickel2@unl.edu

Follow this and additional works at: <http://digitalcommons.unl.edu/neplibconf>

 Part of the [Curriculum and Instruction Commons](#), [Information Literacy Commons](#), and the [Instructional Media Design Commons](#)

Rickel, Terri, "Fireworks Display of One-Shot Library Instruction" (2016). *Nebraska Library Association Conferences*. 7.
<http://digitalcommons.unl.edu/neplibconf/7>

This Presentation is brought to you for free and open access by the Nebraska Library Association at DigitalCommons@University of Nebraska - Lincoln. It has been accepted for inclusion in Nebraska Library Association Conferences by an authorized administrator of DigitalCommons@University of Nebraska - Lincoln.



FIREWORKS DISPLAY OF ONE-SHOT LIBRARY INSTRUCTION



In the beginning:





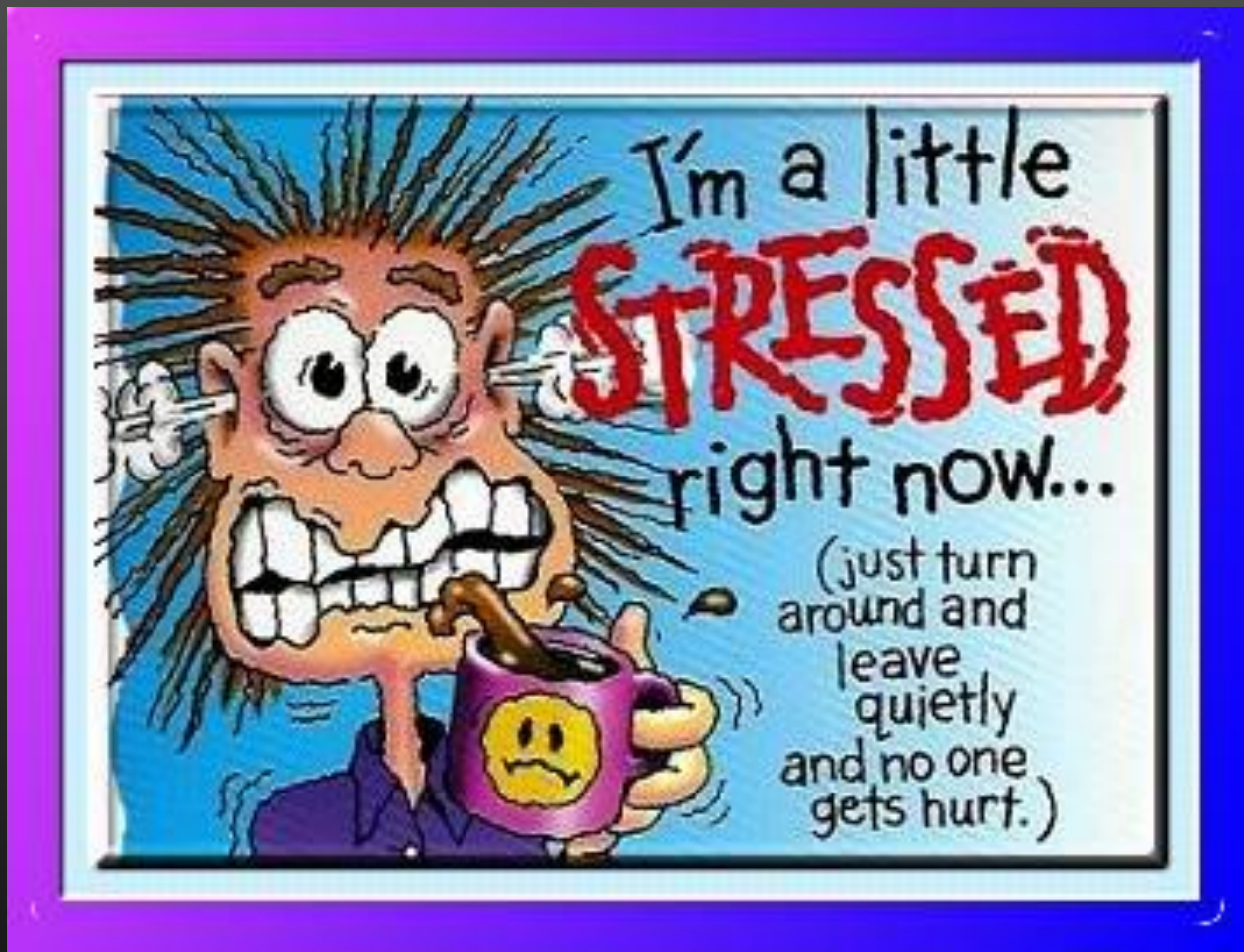
<https://www.pinterest.com/pin/214624738469078062/>



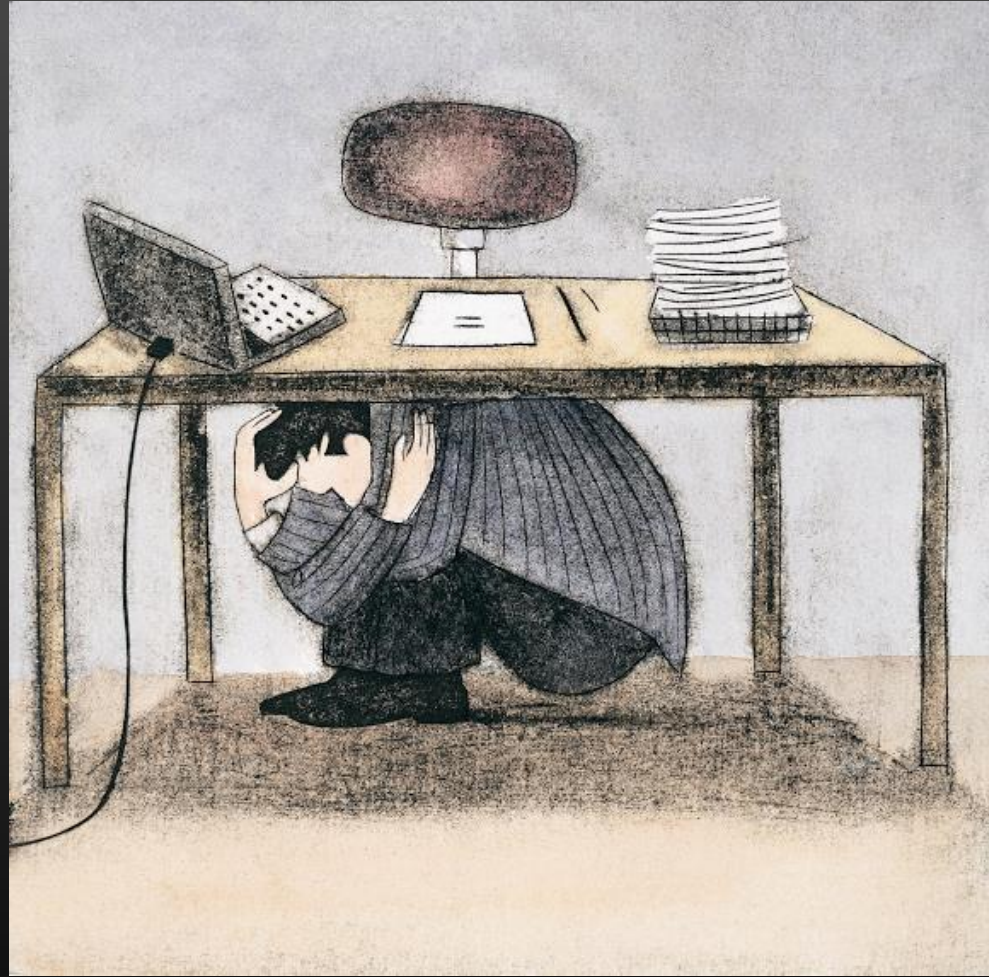


Why yes, I'm a bit stressed.
Why do you ask?

<https://statelymcdanielmanor.wordpress.com/2014/11/15/teaching-research-paper-hell/>



<https://uplifting-teaching.net/category/strategies/>



<http://gazette.teachers.net/gazette/wordpress/mike-reading/bounce-back/>



<http://parent-teacher-child-connection.blogspot.com/>

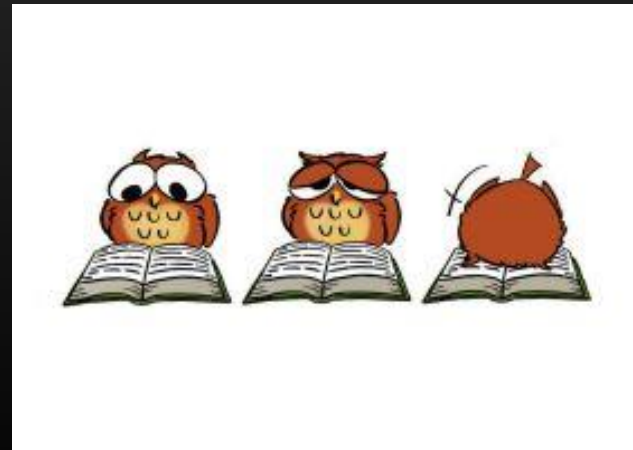
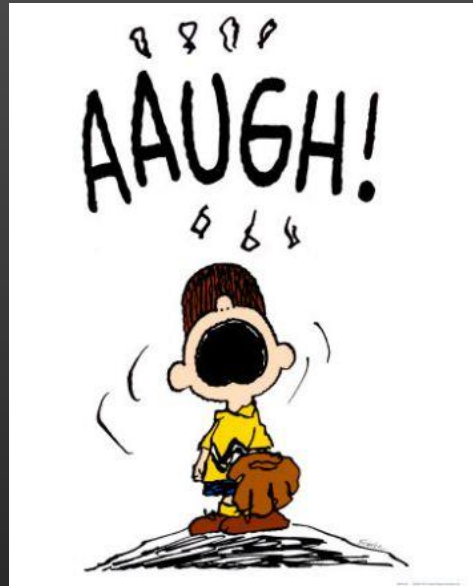
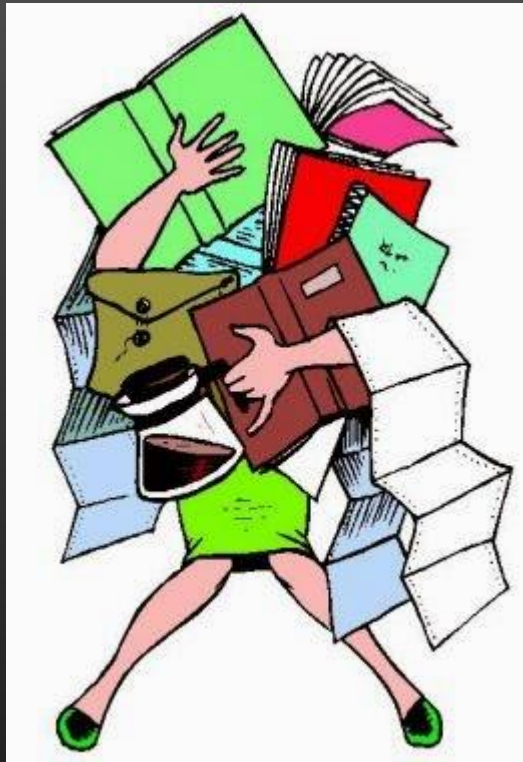


<https://suburbanprincessteacher.com/2015/07/28/and-the-survey-says-teachers-speak-up-speak-out/>

What to expect from College Freshmen?









Non self-determined

Self-determined

	Amotivation	Extrinsic Motivation			Intrinsic Motivation	
Regulatory style:	Non-Regulation	External Regulation	Introjected Regulation	Identified Regulation	Integrated Regulation	Intrinsic Regulation
Source of motivation:	Impersonal	External	Somewhat external	Somewhat internal	Internal	Internal
Motivation regulators:	No intention Incompetence Lack of control	Compliance External rewards or punishments	Ego-involvement Approval from others	Valuing an activity Endorsement of goals	Congruence Synthesis with self	Interest Enjoyment Inherent satisfaction

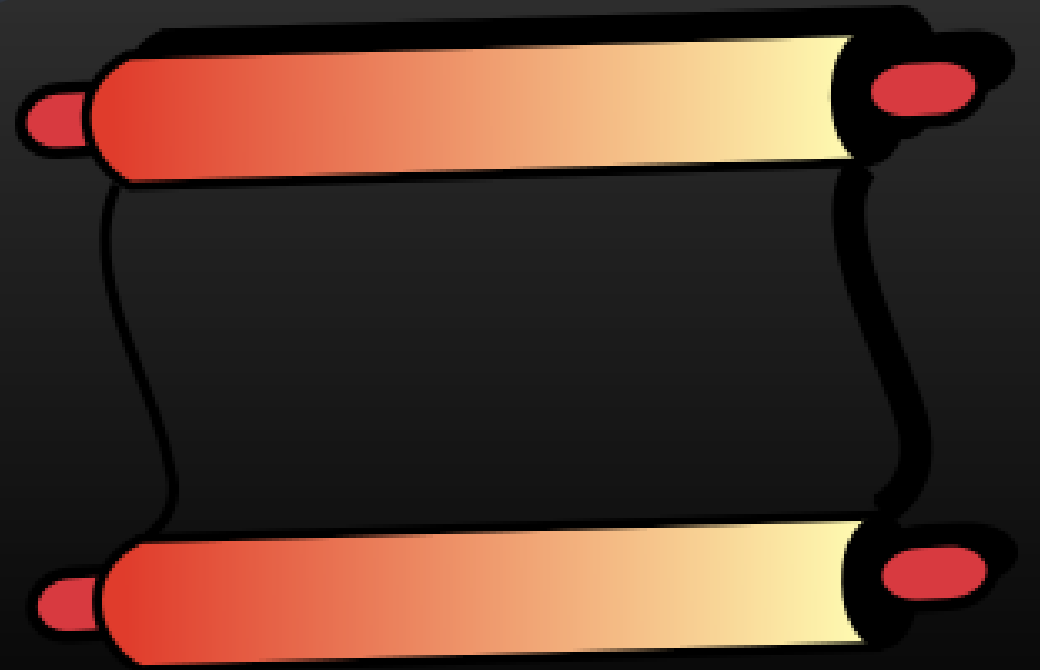
The Self-Determination Continuum

Step 1

Gather resources



Interview script and testimonials



Think, pair and Share

One Minute Paper

Group Work

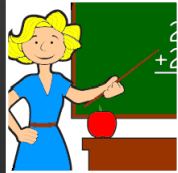
Concept Map & Graphic Organizer

Concept Chart



Concept 1 - technology

- technology
or
- computer
or
- internet use
or
- Online*



& Concept 2 - Teaching

- Teach* or
- Train* or
- instruct*



& Concept 3 – Older Adults

- “baby boomers” or
- “older generations”
or
- elderly



KWL

<https://s-media-cache-ak0.pinimg.com/736x/4d/1f/02/4d1f02ccc536f5f6085d63a052af75d7.jpg>



Topic _____

date _____

<u>Know</u> What I <i>think</i> I know	<u>Wonder</u> What I want to know	<u>Learn</u> What I <i>learned</i>

Jigsaw and Gallery Walks



Camtasia Videos OR Guide on the Side



Screenshot of the University of Nebraska-Lincoln Libraries website. The page features a navigation bar with 'HOME', 'RESOURCES', 'SERVICES', 'ASKUS', 'LIBRARIES', and 'ABOUT'. A 'Quick Search' section is prominent, with a search box and a 'SEARCH' button. Below the search box are links for 'Academic Search Premier', 'Classic Catalog', 'Google Scholar', and 'WorldCat'. At the bottom, there are links for 'My Library Account', 'Delivery/Interlibrary Loan', 'Call Number Locator (Love)', 'Call Number Locator (CYT)', 'Libraries Location Codes', 'Libraries Hours', and 'Parking Maps'. A pink Dunkin' Donuts delivery van is visible in the bottom left corner.

http://libpub.unl.edu/guide_on_the_side/tutorial/engl-150-searching-academic-search-premier

Step 2

Contacting Professor



Schedule Interview



- Class size
- Assignment - structure
 - Homework
 - Due date
 - Resources needed
- Open to follow-up session?
 - Share testimonies



Step 3

Collaboration



Things to think about:

- Which tools will benefit students the most
- What is the desired outcome?
- Is there consensus or is there a need for follow-up?



Step 4

Lesson Plans

Anticipatory Planning

a) Overview

- Brief explanation of lesson intent
- Use bullet statements of objectives to do so

b) Linkage

- Connecting new learning to past knowledge or experiences

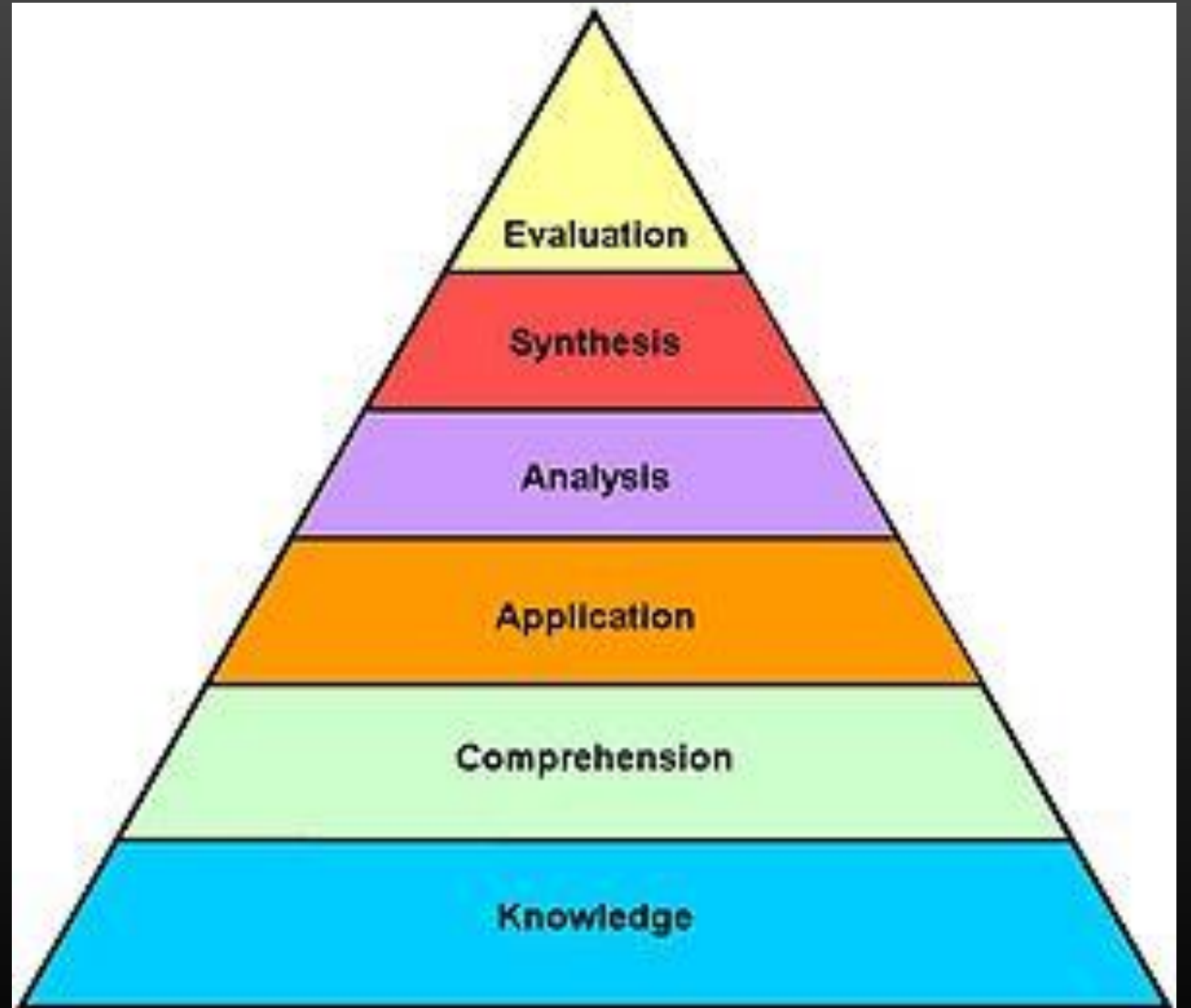
c) Initial Attention

- Create a common experience from which to initiate instruction

Collaborative Objectives

- Desired learning outcome (measurement)
- Desired level of thought (behavioral action)
 - Purposeful methodology (condition)

Writing Objectives
Higher level of thinking



Example 1: After getting a better understanding of what popular databases exist for college students, students will assess their knowledge by using the “KWL” strategy to search for the 25-30 articles on the topic provided.

Example 2: After watching a 10 minute video on “Navigating the Webpage”, college freshmen will identify at least 5-8 tips found in the video.

Step 5

Provide Resources
and Setup



- Laptops
- Handouts
- Video links
- Structure of lesson and room



Step 6

Instruct



- Review
- Present lesson and handouts
- Review (ie. Poll Everywhere)
 - Recommendations
- Be prepared for “hiccups”



How many search results did you get in Academic Search Premier by doing a keyword search for teaching and technology?

When poll is active, respond at PollEv.com/terririckel499
Text **TERRIRICKEL499** to **37607** once to join

No responses received yet. They will appear here...





Your poll will show here

1

Install the app from
pollev.com/app

2

Make sure you are in
Slide Show mode

Still not working? Get help at pollev.com/app/help

or

[Open poll in your web browser](#)



Step 7

Follow-up & Getting Buy-in



*** Testimonials**

*** Being prepared with options**

*** Be flexible – more than one way**

Terri Rickel
trickel2@unl.edu
402-472-2756

