

SEMLOL
Annual Spring 2014 Meeting Minutes
Instruction Innovation: BI >> IL >> ??
April 11, 2014
Schoolcraft College
VistaTech Center

Introduction:

Deborah B. Daiek, Associate Dean of Learning Support Services at Schoolcraft, welcomed SEMLOL to the VistaTech Center with a comment that when students work with the library, it becomes a bright and enriching experience. Mariela Hristova, Chair-Elect and Assistant Professor and Coordinator of Web Services at Oakland University (filling in for Joshua Neds-Fox), then introduced the meeting topic and presented the order of the afternoon's events.

Spring Program Presentation:

Veronica Bielat (Instruction Services Coordinator from Wayne State University) and Amanda Nichols Hess (eLearning/Instructional Technology Librarian from Oakland University) co-presented *Theory and practice - Changing trends in library instruction*.

Veronica and Amanda began by discussing that our learners are both students fresh out of high school and older adults. Younger students expect technology in the classroom because they are used to it, as more and more educational standards in schools are requiring it. However, studies show that there are fewer K12 librarians today, leading to lower literary competencies. Although 81% of teens use social networking sites, this doesn't necessarily translate to the development of academic skills. On the other hand, Knowles' Theory of Andragogy discusses in length what instructors need to know about adult learners and how they learn differently than younger students.

A brief discussion of learning theory ensued to give a little background.

Today's classroom has many instructional trends that can also be used in the library setting:

- Flipped Classroom
- Gamification
- BYOD (Bring Your Own Device)
- Online & Embedded Learning
- Assessment

Flipped Classroom

A flipped classroom takes the traditional lecture or reading activities usually done in class and asks students to complete those tasks outside of class. This allows class time to be spent doing hands-on activities, working in groups, and asking questions. In a library setting, the flipped classroom could have students viewing tutorials outside of class. Students direct instruction outside the classroom using tools such as tutorials, Kahn Academy, Teacher Tube, etc. The time that the class spends in the library could be spent learning more detailed searching skills or in consultation with the librarian.

Flipped Classroom Opportunities

Supports collaborative partnerships

Materials and activity plan can be passed to faculty to facilitate

Librarians develop; instructors facilitate; hone with rubric

Can be leveraged for large classrooms or multiple sections

Meaningful application of skills and content

Flipped Classroom Challenges

Buy-in

Sunk costs (time)

Gamification

Gamification focuses on making learning fun. Students engage in learning activities that are structured around fun activities, or in pursuit of an achievement like a badge (Mozilla Open Backpack). Current trends in instruction show that students like recognition. Gamification is fun for students and also engages their internal motivation and drive to achieve, instilling an attitude of teamwork and collaboration. Librarians can create games based on video games or game shows, such as *Jeopardy!*

Gamification Opportunities

Create once, use many times

Engage a large group

Support experiential learning

Can be a good entry level activity

Activate prior learning

Encourage peer-to-peer learning

Gamification Challenges

Organized chaos

You need flexibility, a sense of humor, and a good team!

BYOD (Bring Your Own Device)

Another new trend is students bringing their own devices into the learning environment. When students have their own devices, learning becomes much more personal. And with all of the available apps, learning can also become fun.

BYOD Opportunities

Students are more comfortable with their own devices

It's easy to move students around for group work and collaboration

BYOD Challenges

Need good wireless and lots of outlets

All devices look and operate differently

BYOD Lessons Learned

Bring chargers

Limit activities (everything will take longer than expected)

Work closely with faculty (get them up to speed and have students download needed apps)

Survey students (Google Forms - also works well with Guides) beforehand as to personal devices

BYOD leads to apps. Bloomin' Apps (Schrock, 2014) are apps arranged and selected according to Bloom's. There is no need to re-create the wheel; consider learning objectives and outcomes first. (<http://www.schrockguide.net/bloomin-apps.html>)

Business Meeting

Mariela presented the slate of candidates for the 14/15 year. They were unanimously approved as follows:

- Chair-Elect: Jonathan Scherger, University of Michigan-Dearborn
- Secretary: Julia Daniel-Walkuski, University of Michigan-Dearborn
- Member-at-Large: Amy Call, Marygrove College
- Member-at-Large: Alexis Zirpoli, Oakland Community College
- Member-at-Large: Colleen Streeter, Davenport University

Call for Proposals: The topic of the Fall 2014 meeting will be The Value of Academic Libraries. A Call for Proposals will be emailed in the next month or so to find interested speakers. In addition, the evaluation asks for both suggested speakers on the topic of The Value of Academic Libraries and contact information for those institutions willing to host the Fall 2014 meeting.

Google Hangouts: Colleen Streeter explained that previous evaluations showed interest in more than just two meetings per year, so the board decided to explore Google Hangouts. Smaller, virtual meetings would be held on topics of interest. Two small virtual sessions could potentially be held between the Spring and Fall meetings. Colleen distributed a handout to assess interest.

InfoPass: The board had examined whether or not to revive InfoPass with a stronger presence now that MichiCard is defunct. Joshua led a sub-committee of the board on the future of InfoPass. Surveys were sent to Library Directors of SEMLOL institutions. Since only a very small percentage responded, the SEMLOL board will continue to monitor the situation. Mariela took the opportunity to demonstrate where on the SEMLOL website to find the participating InfoPass institutions.

After the business meeting, members were invited to enjoy the refreshments provided during the break.

Online & Embedded Learning

Online learning makes information available 24/7/365. Libraries can take their content online via web-based tutorials, online learning modules, embedded librarianship at point of need, and MOOCs. Research has shown that point of need is most effective. This could be either in a

face-to-face course or in an online course. Important considerations, according to Miller (2014), are to keep the human connection, include feedback, and to blend online and face-to-face whenever possible.

Online & Embedded Learning Opportunities

24/7 learning

Reach large groups

Leverage the library reach into courses

Online & Embedded Learning Challenges

CMS does not play well

Investment in development

Regular maintenance

Different design principles

Assessment

Assessment is collecting data to demonstrate value, build relationships, and improve services for users. Assessments carry increased importance, and computer-based assessments are becoming more popular as more and more of the population uses smartphones and mobile devices.

Evaluating library instruction at the beginning (needs assessment), at the end (summative assessment), and at the longer term (confirmative assessment) will lead to better instruction.

Today's Takeaways:

- 1) Understand where you are, so you can identify where you want to go
- 2) Conceptualize what *meaningful* technology looks like for *your* learners
- 3) Focus on learning
- 4) Consider scalability
- 5) Measure and assess your efforts to improve and build partnerships

Veronica and Amanda put together a valuable guide on instruction trends:
<http://guides.lib.wayne.edu/semlol2014>

The meeting adjourned at 3:50pm.

Submitted by: Michele M. Pratt
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