

What shapes how academic librarians think about their instruction? And why does it matter?

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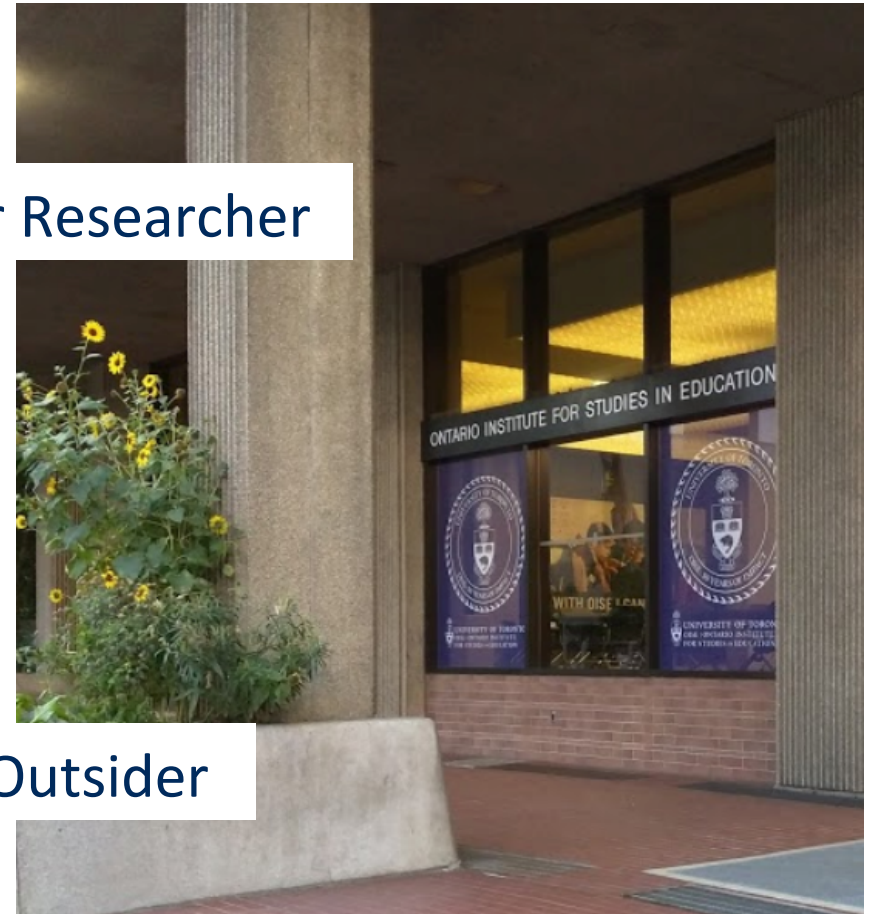
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Talking about my qualitative research



Practitioner Researcher



Insider Outsider



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How *do* we think about our instruction?

ACRL,
2008;
rescinded
2016

Standards for Proficiencies for Instruction Librarians and Coordinators: A Practical Guide



Organization of the Proficiencies

The proficiencies are organized alphabetically into the following 12 categories:

1. Administrative skills
2. Assessment and evaluation skills
3. Communication skills
4. Curriculum knowledge
5. Information literacy integration skills
6. Instructional design skills
7. Leadership skills
8. Planning skills
9. Presentation skills
10. Promotion skills
11. Subject expertise
12. Teaching skills

Each category contains core skills for instruction librarians and many categories contain additional skills for instruction coordinators. The standards define 41 core proficiencies for instruction librarians and 28 additional proficiencies for instruction coordinators.

Proficiencies for Instruction Librarians

1. Administrative skills

The effective instruction librarian:

1.1. Communicates own instruction activities and goals with the instruction coordinator on a regular basis to ensure alignment with desired learning outcomes and goals and objectives of the overall instruction program.



How *do* we think about our instruction?

- teaching
- training
- guest lecture
- presentation/public speaking
- database demo
- “not just where to click”¹
- performance
- facilitation
- coaching
- nurturing
- guide-on-the-side vs. sage-on-the-sage
- co-investigation with our students of the political, social, and economic aspects of information²
- involves skills/concepts/big ideas/critical thinking/ lifelong learning...
- learner-centered pedagogy, feminist pedagogy, critical pedagogy...
- ACRL Standards, ACRL Framework, SCONUL Seven pillars, ANCIL...



How do we think about its place in our work?

- How do we see its value or importance within academic librarianship?



How do we think about its place in our work?


- How do we see its value or importance within academic librarianship?
- How do we see our selves?
 - Role versus identity
 - Role: a part we play in a particular situation; “like a ready-made set of clothes that one can put on before class and take off after.”
 - Identity: “our understanding of who we are and who we think other people are.”
 - “Identities require the commitment of self to the enterprise in a way that acting out a role does not.”

(Danielewicz, 1995, p. 10)



How do we think about its place in our work?

What librarians say:




“Library instruction has nothing to do with *me or my work.*”

“We do instruction if we’re asked. We don’t need to talk about it.”

“Instruction comes with the job. I wish I was better at it.”


“I do identify as a teacher. A teacher *and* a librarian.”

“Teaching is everything. It’s the bedrock of what I do.”



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What they say about their library admin:



“They say they support teaching, but it’s fake. They’re taking away resources.”

“Teaching is valued but not understood.”

“My library really values teaching. Well, we’re in a teaching institution.”



What does the education literature say?

Terminology: assumptions, conceptions, attitudes, perspectives, theories of practice, personal practical knowledge...

→ teacher beliefs

Review of 600+ empirical articles: “the pervasive conviction in the literature, schools, and teacher education programs is that teachers’ beliefs matter.”³

→ beliefs affect motivation, teacher learning, teaching actions, adoption of change initiatives

3. Fives & Buehl (2012).



An ecological model

“Individuals are embedded in and significantly affected by several nested ecosystems.”⁴

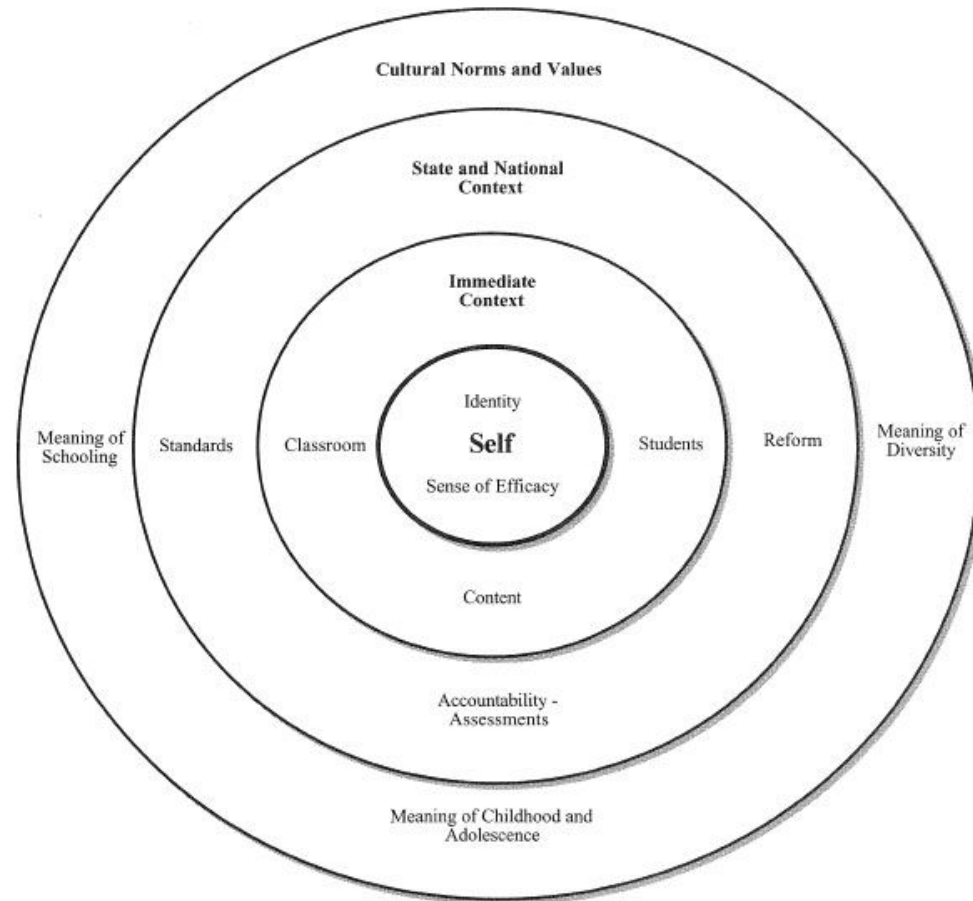


Figure 31.1. An ecological model of teachers' knowledge and beliefs.



What I did in my research

Recruitment:

“I’m looking to recruit academic teaching librarians from a variety of geographic locations and institution types from the United States and Canada. Please consider participating in my research if:

- you feel instruction (in-person, online, blended) is an important part of your work;
- you take a reflective approach to your teaching;
- you like talking about your teaching practice!”

 12 participants



Table 1: Overview of participants

Name*	Experience level**	Job title***	Institution type	Institution size****
Andrea	Mid-career	Head of Instruction; promoted to Associate University Librarian	Private faith-based university with a teaching focus	Medium
Barbara	Experienced	Information Literacy Coordinator	Public liberal arts university	Large
Ben	New	[Subject] Librarian E-Learning librarian	Polytechnic	Very large
Cameron	Mid-career	Instructional Technology Librarian	Private liberal arts college	Small
Jennifer	Mid-career	Head, [Subject] Library & Head of Instruction and Liaison	Private research university	Large
Kate	Mid-career	[Subject] Librarian	Public research university	Very large
Lauren	New	First Year Experience Librarian	Public research university	Very large
Margaret	Experienced	Instructional Services Librarian & Coordinator, Reference Services	Private undergraduate liberal arts college	Small
Nina	Experienced	Instructional Design/E-Learning Librarian	Community college	Very large
Rachel	Experienced	Teaching and Learning Librarian	Public research university	Very large
Stephanie	New	[Subject] Librarian	Public research university	Very large
Vicki	Experienced	Reference & Instruction Librarian	Public state university with a teaching focus	Medium

*Pseudonyms

**Based on years as a librarian. Experienced, 11+ years experience; Mid-career, 6-10 years; New, 0-5 years

***Some titles have been modified to preserve anonymity

****Adapted from the *Carnegie Classification of Institutions of Higher Education*. Small 1,000-2,999 FTE enrollment; Medium 3,000-9,999; Large 10,000-19,999; Very Large (added category) 20,000+



What I did in my research

Data collection:

Two interviews each

- Interview 1 – focused on the participants' experiences and contexts
- Interview 2 – focused on the participants' teaching. They were asked to come prepared to talk about a specific class they taught and optionally to provide teaching materials. I also asked participants to take and talk about the Teaching Perspectives Inventory.



Teaching Perspectives Inventory

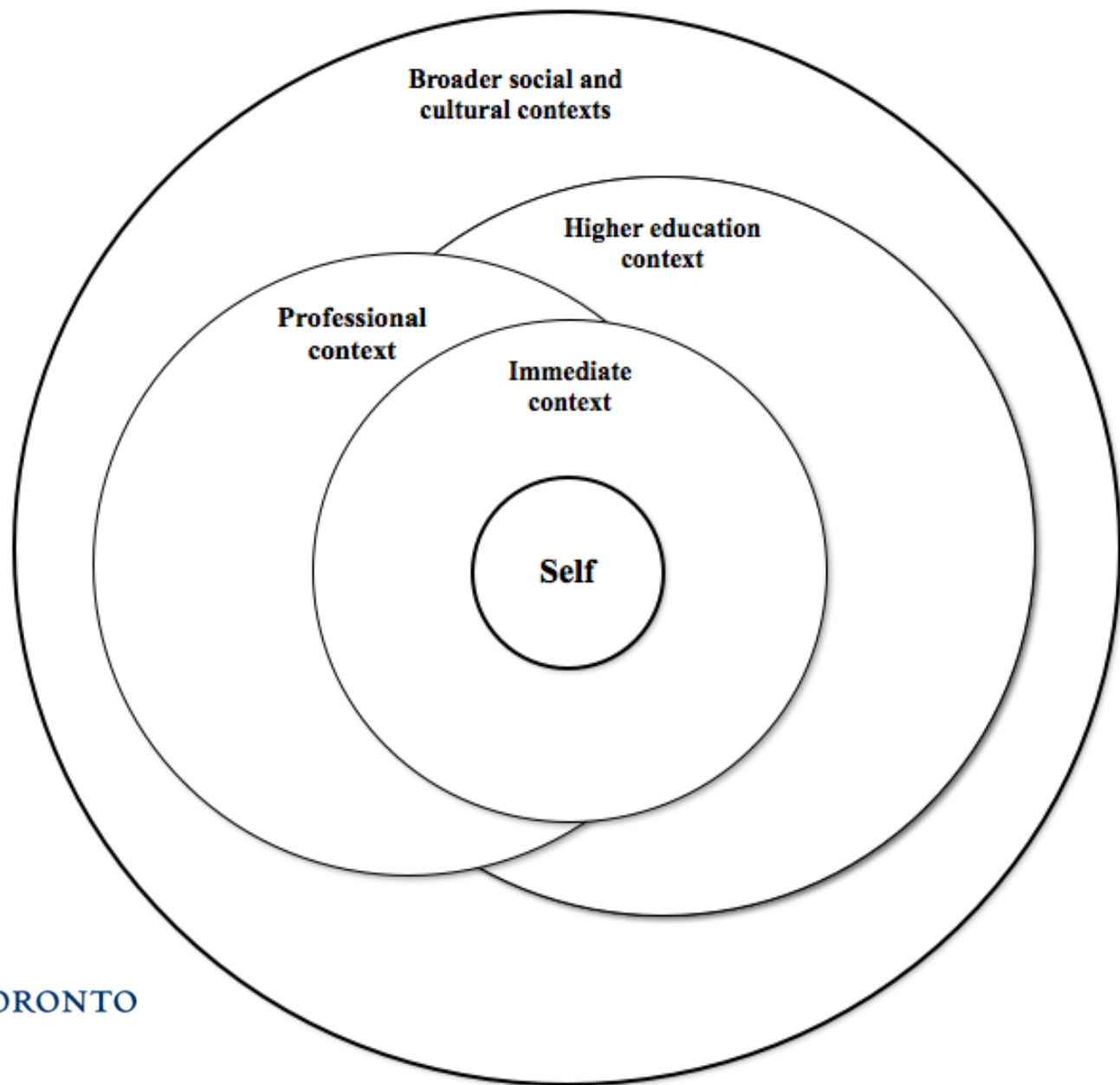
<http://www.teachingperspectives.com/tpi/>

The TPI distinguishes between five qualitatively different perspectives on teaching:

- transmission;
- apprenticeship;
- developmental;
- nurturing;
- social reform.



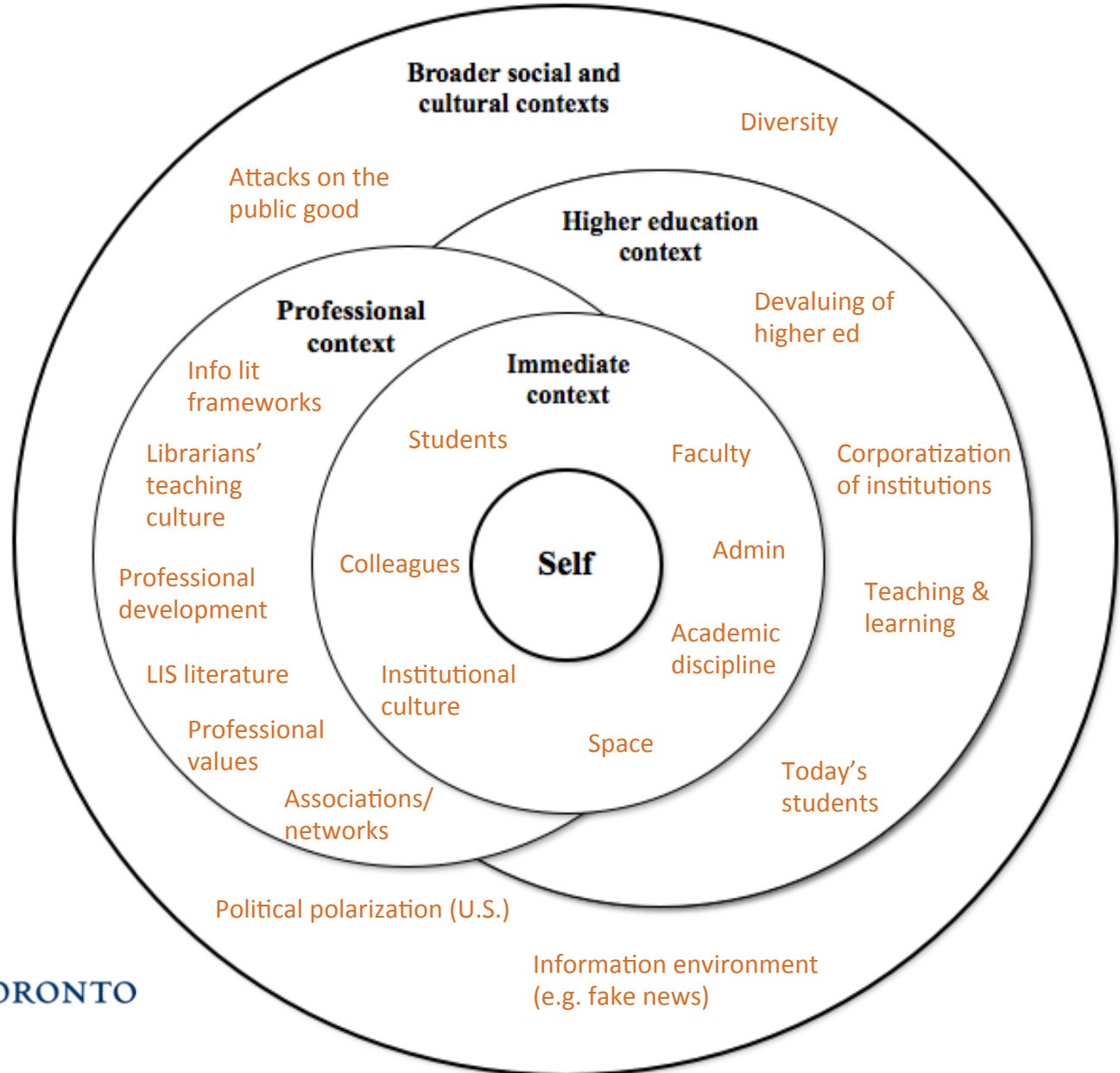
Ecological model: Teaching librarians



Ecological model: Teaching librarians

Self

- Personal identity
- Personal values
- Teacher identity
- Prior teaching experience
- Education
- Self as student
- Experiential learning
- Professional learning
- Reflection

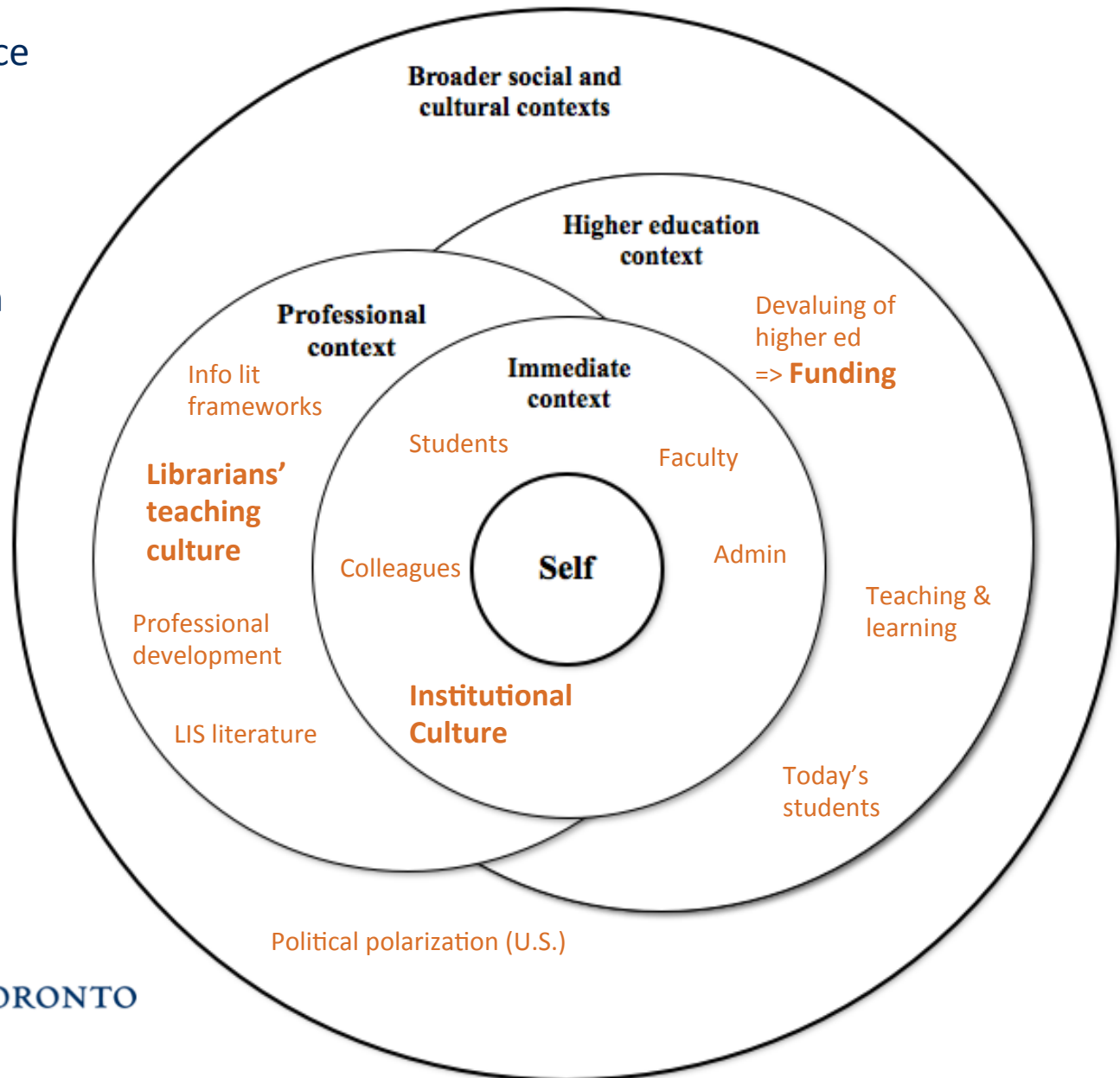


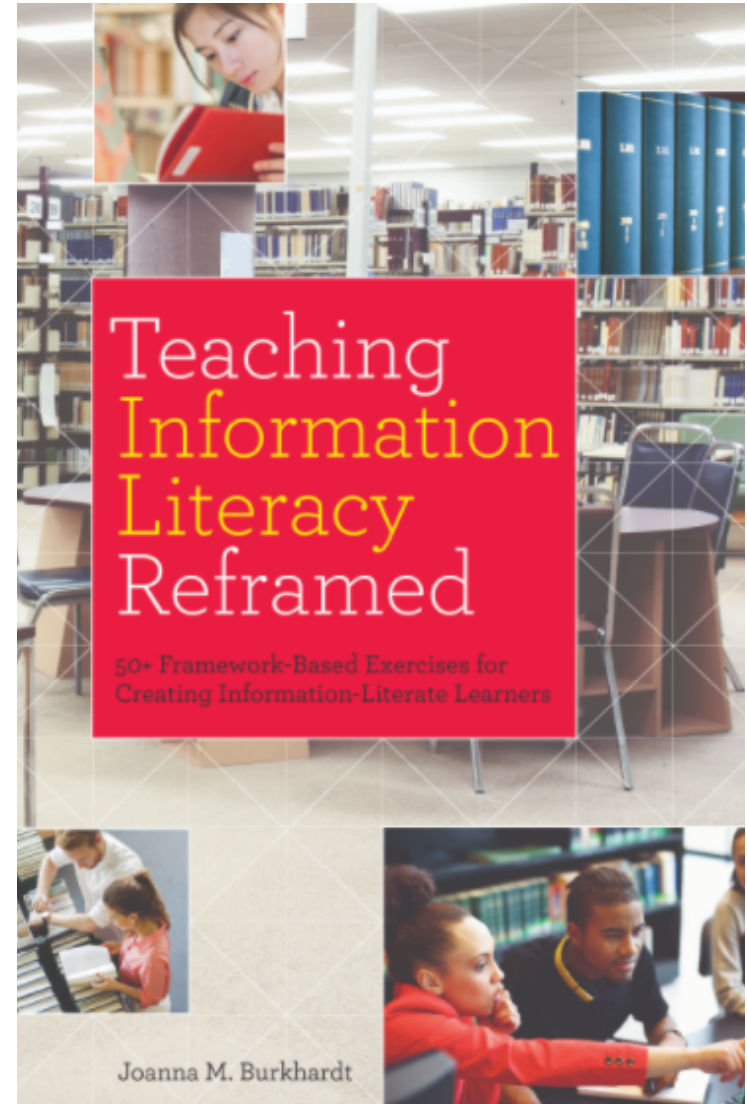
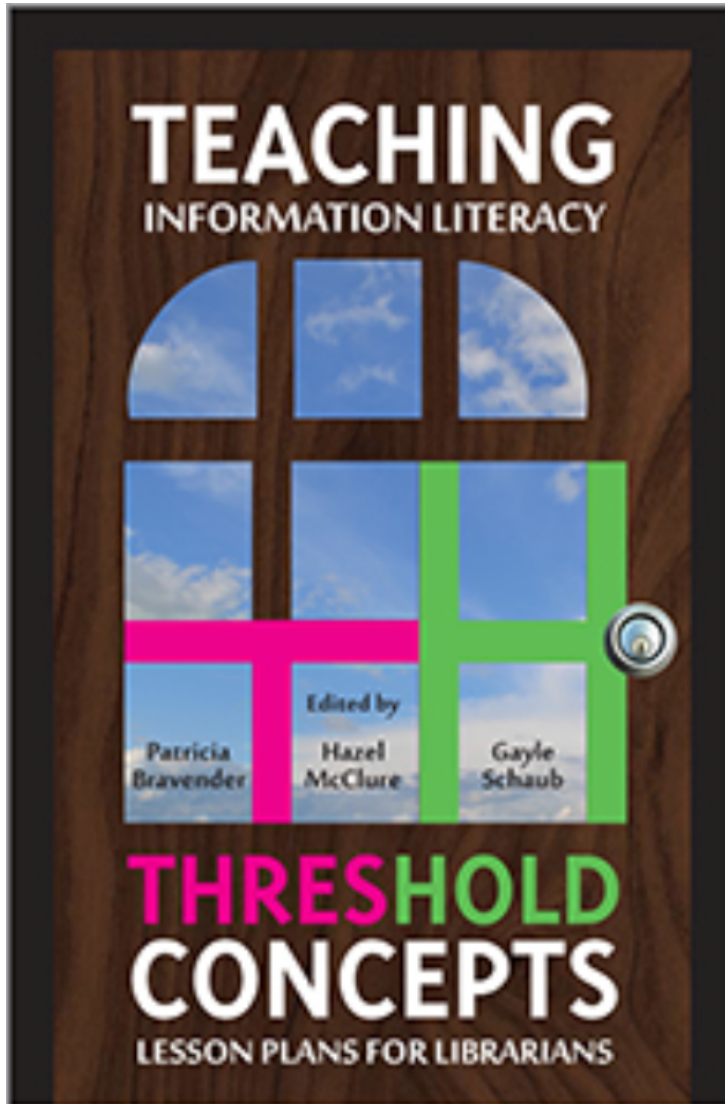
Vicki

- 30+ years experience
- Mid-size state university with a teaching focus
- Reference & instruction librarian

Self

- Extrovert
- Recently completed a Ph.D. in LIS
- Identifies as a “library faculty member” more than a teacher



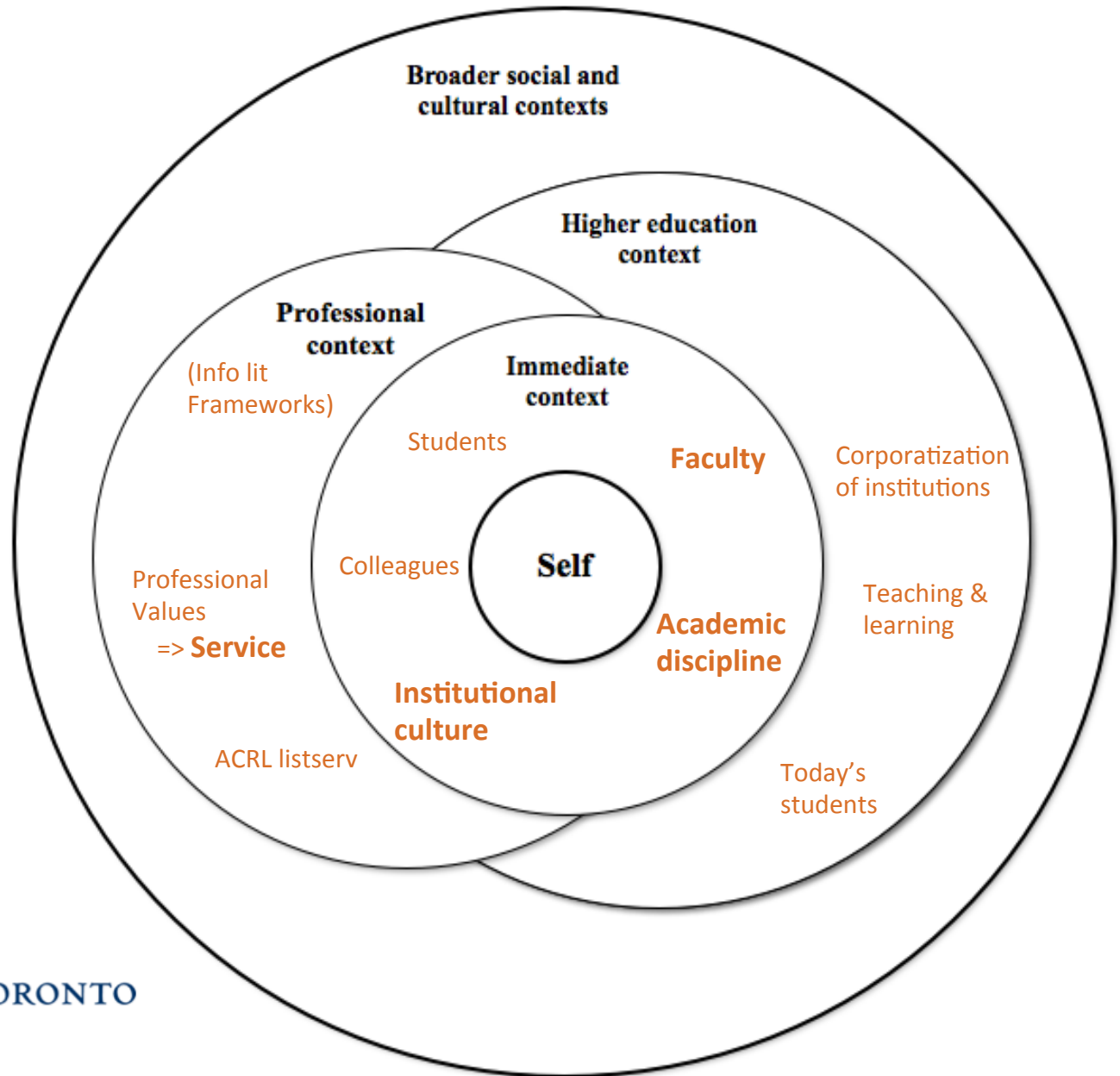


Ben

- New librarian
- Very large polytechnic
- Business librarian/
E-learning
- Informal lead for info lit

Self

- Prior non-traditional teaching experience
- Has a teaching degree (elementary education)



Expanded 2nd Edition

U N D E R S T A N D I N G
by D E S I G N

GRANT WIGGINS AND JAY MCTIGHE



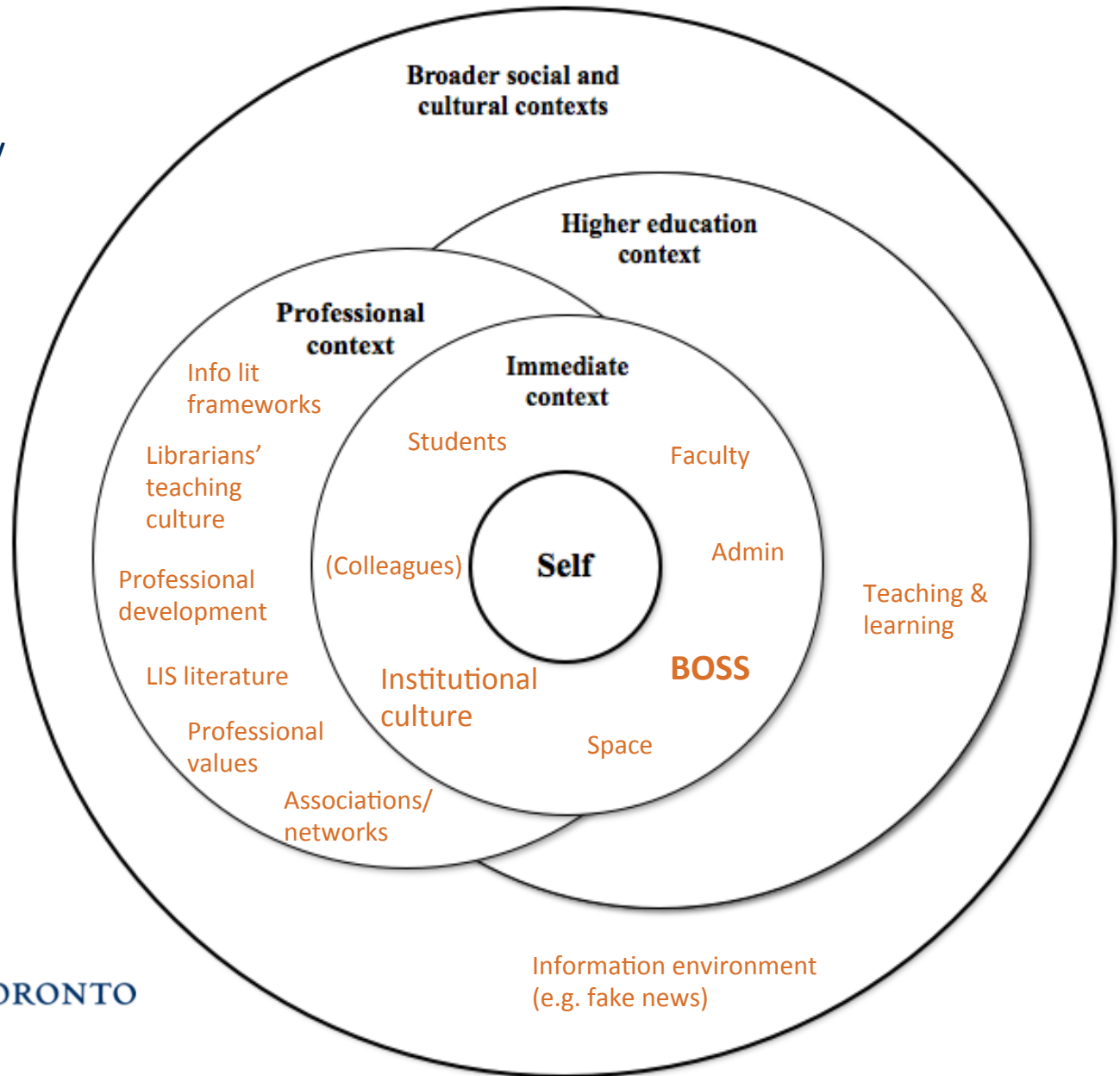
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Stephanie

- New librarian
- Very large public research university
- Subject librarian

Self

- 10 years teaching fitness classes
- Teaching in the family
- Internship doing IL instruction in a first year program



DESIGN FOR HOW PEOPLE LEARN

SECOND EDITION

JULIE DIRKSEN



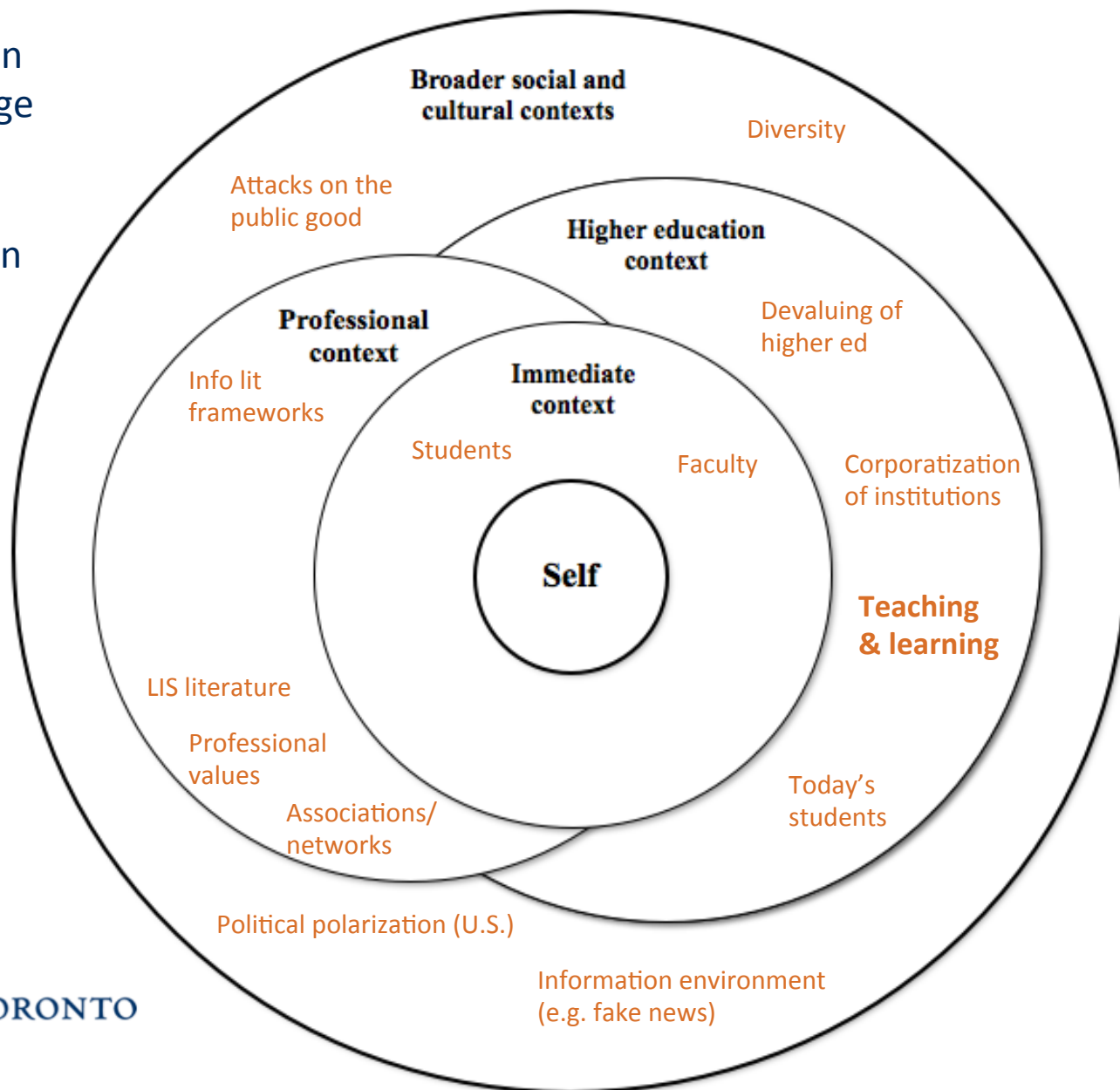
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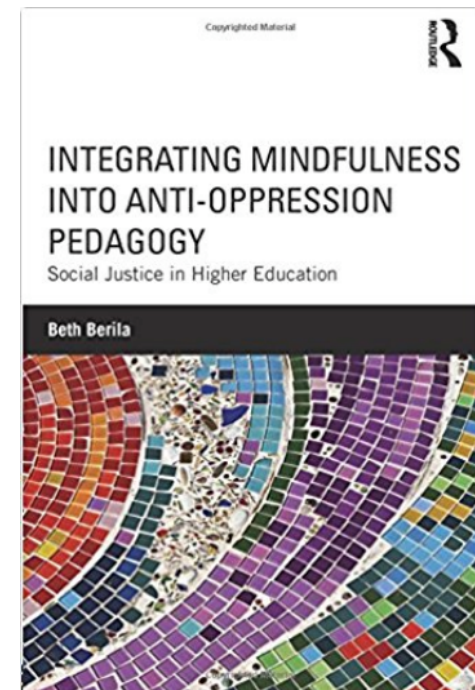
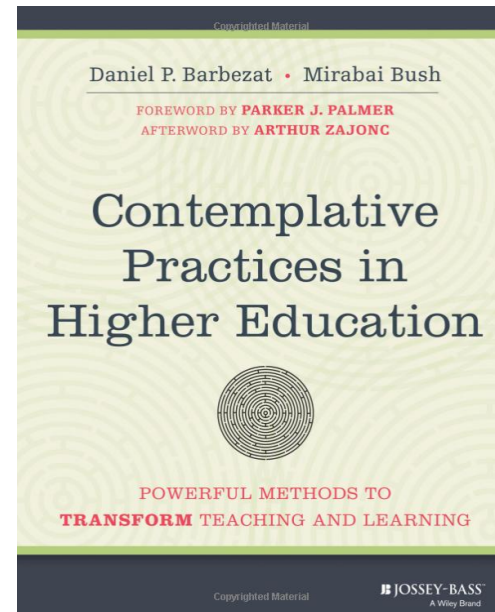
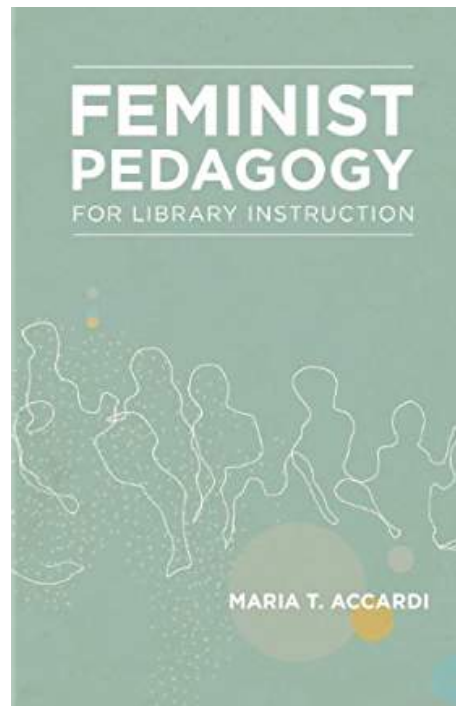
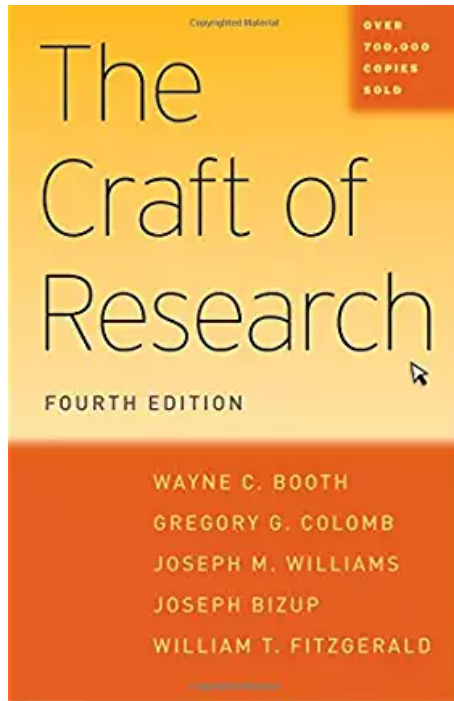
Cameron

- Mid-career librarian
- Small private college
- Liaison librarian,
Instructional
technology librarian

Self

- “Teaching is everything.”
- Became a librarian in order to teach
- “Coach Cameron”
- Queer – sees themselves as a role model for students
- Gleaning



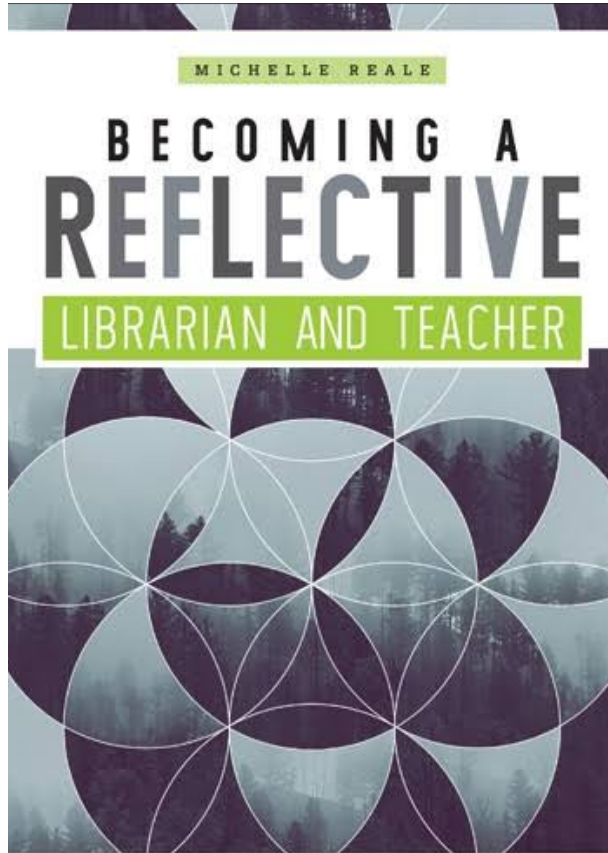


Implications

- Professional education
- Professional development
- Professional learning



Reflection

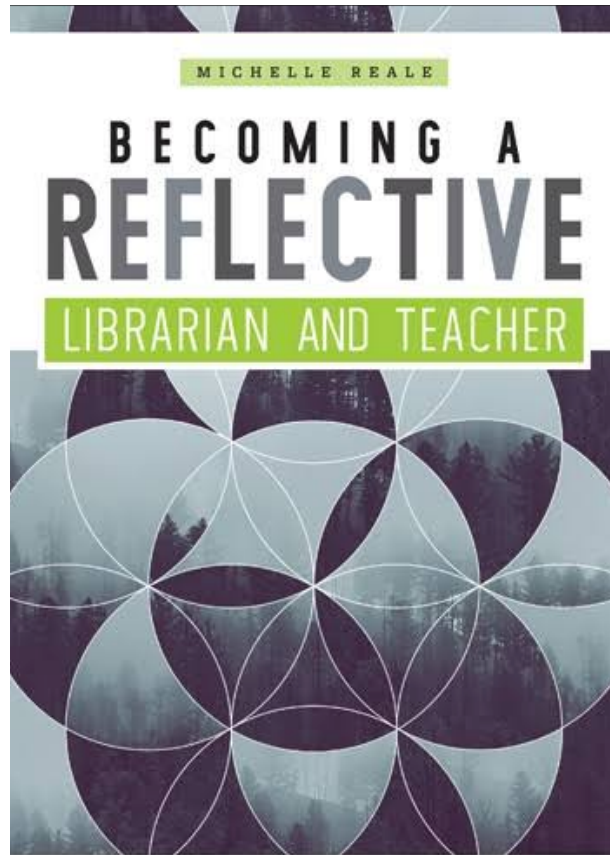


Strategies for Mindful Academic Practice

“Reflection is ... a process we undertake, in the professional sense, in order to take stock of our practice by interpreting, analyzing, and questioning the way we work” (p. 2).



Reflection



Strategies for Mindful Academic Practice

“Reflection is ... a process we undertake, in the professional sense, in order to take stock of our practice by interpreting, analyzing, and questioning the way we work” (p. 2).

Our practice is “created as a response to a political and cultural environment at both the micro and the macro levels” (p. 9).



Reflection

Reflexive turn in the
LIS literature



THE SELF

*Autoethnographic Research into Identity,
Culture, and Academic Librarianship*

AS SUBJECT

edited by

ANNE-MARIE DEITERING

ROBERT SCHROEDER

RICHARD STODDART



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Questions?

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