Teaching to teach

A regional collaboration for library instruction training

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Scavenger Hunt!

1. A wooden pencil
2. An Apple device of any type
3. A reusable water bottle
4. A photo you have taken outside of the USA
5. Non-USA currency
6. A non-fiction book
7. A new business card
8. The names of the final members of Nirvana
Today’s presentation

Describing a model for a successful library instruction training program

An opportunity to reflect on how this might look in your local environment
Library Instruction Leadership ACademy
Library
Instruction
Leadership
ACademy
Chapter 1 How LILAC came to be
Attainment vs. Need

<table>
<thead>
<tr>
<th>% who acquired it in library school</th>
<th>% who feel it should be learned in library school</th>
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<tbody>
<tr>
<td>18.2</td>
<td>71.7</td>
</tr>
<tr>
<td>3.1</td>
<td>74.2</td>
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<td>10.1</td>
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<td>5.7</td>
<td>63.3</td>
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<td>6.3</td>
<td>62.7</td>
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Describes the role of information literacy in academia

Designs effective assessments

Presents instructional content in diverse ways

Designs appropriate instruction

Creates a learner-centered environment
Kim Davies-Hoffman
Coordinator of Instruction and Reference Services
Milne Library, SUNY-Geneseo

Michelle Costello
Educational and Instructional Design
Milne Library, SUNY-Geneseo
Teaching Tips from the Trenches

Planning.....

January 2009

June 2009

SUNY-LA Workshop

January-May 2010

January-May 2013
Participants from a wide range of libraries and backgrounds
Drawing on the network of regional talent
Funding a library instruction program
Think

Who are your stakeholders?

What are the training gaps for the librarians in your region?

What might the geographic scope be for a similar program in your region?

Who are the potential collaborators in your region, both in libraries and outside of libraries?
Chapter 2 How LILAC works
Consider the timing of your training program
Implementing the curriculum

- Workshops
- Assignments
- Observations
- Moodle
- Presentations
The role of classroom observations
Dealing with logistical challenges
Meeting diverse student needs
Think

Consider the logistics of a similar program in your region. Are your stakeholders near or far? Would distance learning work?

Would the key components of your program be similar or different than LILAC?

Would your program span all library types or focus on one?

Consider timing. Would your program occur over a semester or would it be a three-day immersion?
Epilogue

Back into the classroom
Thank you!
Davies-Hoffman, K., et al. (2013). Keeping pace with information literacy instruction for the real world: When will MLS programs wake up and smell the LILACs? *Communications in Information Literacy, 7*(1), 9-23.


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