

LEARNING TO TEACH, TEACHING TO LEARN

A Cognitive Apprenticeship Model to Train Instruction Librarians

CAITLIN MACKENZIE MANNION
Reference & Research Services Librarian
NYU Shanghai

NICOLE E. BROWN
Multidisciplinary Instruction Librarian
NYU



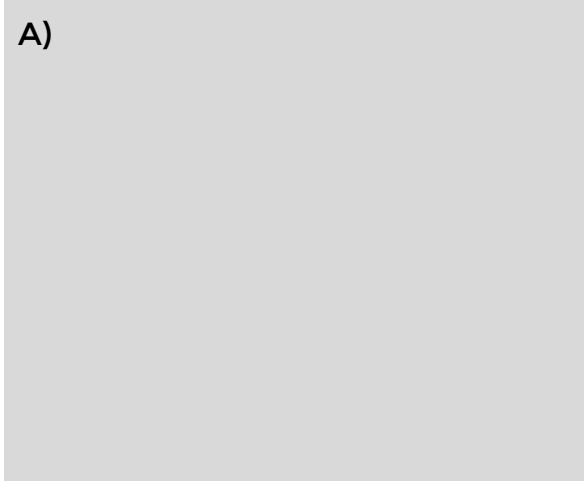
THE COGNITIVE APPRENTICESHIP

	Key Concepts	Notes & Ideas
phase 0 PREPARING	<i>Openness Goal setting</i>	
phase 1 MODELING	<i>Articulation, Domain-Specific Heuristics</i>	
phase 2 APPROXIMATING	<i>Scaffolding, Coaching, Reflection-on-Action</i>	
phase 3 FADING	<i>Advising, Coach-on-call</i>	
phase 4 SELF-DIRECTED LEARNING	<i>Independence, Separation, Reflection-in-Action</i>	
phase 5 GENERALIZING	<i>Autonomy, Friendship, Trust</i>	

Adapted from: Brandt, Farmer, and Buckmaster (1993)

OPENING REFLECTIONS

A)

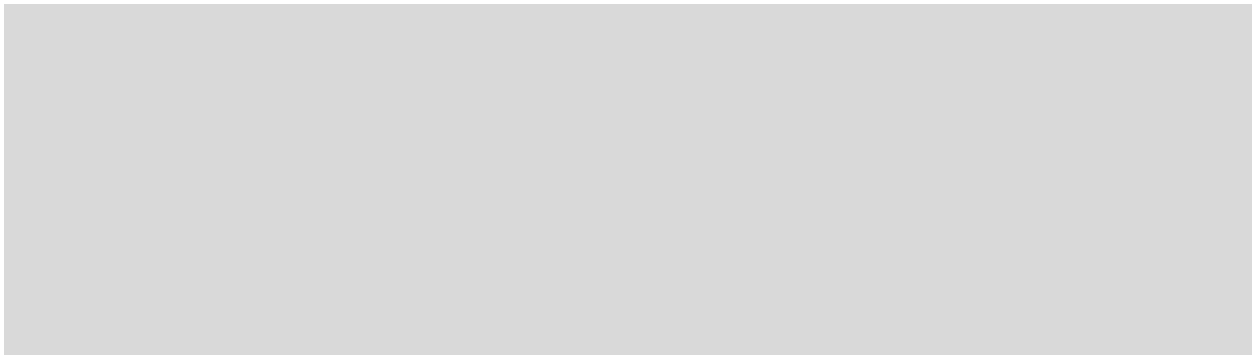


B)



CLOSING REFLECTION

What will you take back and apply?



REFERENCES

Brandt, B. L., Farmer, J. A., & Buckmaster, A. (1993). Cognitive apprenticeship approach to helping adults learn. *New Directions for Adult and Continuing Education*, 1993(59), 69-78.

Chandler, D. E., & Kram, K. E. (2005). Applying an adult development perspective to developmental networks. *Career Development International*, 10(6/7), 548-566.

Jarvis, P. (2006). *Towards a comprehensive theory of human learning* (Vol. 1). Psychology Press.

Kolb, D. A. (2014). *Experiential learning: Experience as the source of learning and development*. FT Press.

Kram, K.E. (1983). Phases of the Mentor Relationship. *Academy of Management Journal*, 26 (4), 608-625.

Lave, J., & Wenger, E. (1991). *Situated learning: Legitimate peripheral participation*. Cambridge university press.

Merriam, S. B., Caffarella, R. S., & Baumgartner, L. M. (2007). *Learning in adulthood: A comprehensive guide*. San Francisco: John Wiley.

Wenger, E. C., & Snyder, W. M. (2000). Communities of practice: The organizational frontier. *Harvard business review*, 78(1), 139-146.