LEARNING TO TEACH, TEACHING TO LEARN

A Cognitive Apprenticeship Model to Train Instruction Librarians

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NEW BREWMASTER!

How do you learn?

(2 minutes)
NEW INSTRUCTOR!

How did you learn?

(2 minutes)
NYU SHANGHAI
<table>
<thead>
<tr>
<th>Phase 1: Modeling</th>
<th>Role of Model</th>
<th>Role of Learner</th>
<th>Key Concepts</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Model real-life activity that learner wants to perform satisfactorily. Model states aloud the essence of the activity. He or she can include tricks of the trade.</td>
<td>Observe performance of total activity, not merely the individual steps. Develop a mental model of what the real thing looks like.</td>
<td>Articulation Domain-specific heuristics</td>
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<tr>
<td>Phase 2: Approximating</td>
<td>Providing coaching to the learner. Provide support when needed.</td>
<td>Approximate doing the real thing and articulate its essence. Reflect on the model's performance. Use self-monitoring and self-correction.</td>
<td>scaffolding Coaching</td>
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<tr>
<td>Phase 3: Fading</td>
<td>Decrease coaching and scaffolding.</td>
<td>Continue to approximate the real thing. Operate in increasingly complex, risky, or ill-defined situations. Work individually or in groups.</td>
<td>Fading</td>
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<tr>
<td>Phase 4: Self-directed learning</td>
<td>Provide assistance only when requested.</td>
<td>Practice doing the real thing alone. Do so within specified limits acceptable to profession and society.</td>
<td>Self-directed learning</td>
</tr>
<tr>
<td>Phase 5: Generalizing</td>
<td>Discuss the generalizability of what has been learned.</td>
<td>Discuss the generalizability of what has been learned.</td>
<td>Generalizability</td>
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</table>
THE COGNITIVE APPRENTICESHIP
PHASE O
PREPARING

I HOPE SHE CAN TEACH ME A THING OR TWO...

I HOPE SHE'S REALLY INTERESTED IN TEACHING!
I hope she can teach me a thing or two...

I hope she’s really interested in teaching!
PHASE 1

MODELING

WOW! THERE'S A LOT TO LEARN. BETTER TAKE GOOD NOTES.
PHASE 1
MODELING

WOW! THERE’S A LOT TO LEARN. BETTER TAKE GOOD NOTES.
Dear ___,

I am happy to teach a research workshop for your course ____.

If you could email me your syllabus, any research-related assignments, as well as any specific resources you'd like us to work with, that would be fantastic. The more information I have, the better I can tailor the workshop to meet the students' needs. We can also meet beforehand, if that would be helpful.

Here is the date, time, and location for the class:

Date:  
Time:  
Location:
RESEARCH WORKSHOP
Becoming Global: “Europe” and the World
Nicole Brown, Multidisciplinary Instruction Librarian
Ask leading questions

Shows students to look at bibliography

Hope for the best, plan for the worst!
PHASE 2

APPROXIMATING

YIKES! THIS IS NOT WHAT I HAD PLANNED....

IT'S OK- I GOT THIS! WATCH AND LEARN.
PHASE 2
APPROXIMATING

YIKES! THIS IS NOT WHAT I HAD PLANNED....

IT'S OK- I GOT THIS! WATCH AND LEARN.
New Student Seminar: Teaching & Learning
Nicole E. Brown, Multidisciplinary Instruction Librarian
PHASE 3
FAADING

OH BOY, AM I REALLY READY???

IT'S OK CHAMP, HAVE SOME WATER & GET BACK IN THERE!
PHASE 3
FADING

OH BOY, AM I REALLY READY???

IT'S OK CHAMP, HAVE SOME WATER & GET BACK IN THERE!
GOALS

1. Talk about developing & refining a research topic using reference sources
2. Discover more specific resources from general ones
3. Use the library databases to connect to resources
PHASE 4

SELF-DIRECTED LEARNING

CATASTROPHE!!!

IT’S OK... I GOT THIS!
PHASE 4

SELF-DIRECTED LEARNING

CATASTROPHE!!!

IT’S OK... I GOT THIS!
4. Write down the name of the SECOND database we explored:

5. What type of resources did you find in this database?

6. When would you use quotation marks around a search term? (e.g. “Man on Wire” versus Man on Wire)

7. Critical Thinking: compare databases #1 and #2 – even though they both cover similar types of resources, why would you want to use both of them in your search?
RESEARCH SCENARIO: Help Jenny pick a topic!

This semester, Jenny is taking a seminar called American Popular Culture in Cinema. The class focuses on 4 archetypes — The Gangster (The Godfather, Goodfellas...), The Con Artist (Ocean’s 11, Catch me if You Can...), The Superhero (The Dark Knight, The Avengers...), and The Spy (Goldfinger, Austin Powers...). The course requires a 10 page research paper, and Jenny can write about anything she wants as long as it relates back to one of the archetypes or films.

Brainstorm and list concepts, things, or characters that Jenny could use for this assignment:

Write 1 of your ideas below:
SO I WALKED INTO CLASS ON MONDAY...

WOAH, THAT’S WILD! WHAT DID YOU DO???
PHASE 5
GENERALIZING

SO I WALKED INTO CLASS ON MONDAY...

WOAH, THAT'S WILD! WHAT DID YOU DO???
BEYOND MENTORSHIP
THEORY

the why?
Experience

Share

Apply

DO

Reflect

APPLY

Generalize

Process

KOLB
The whole person: body/mind/self/life history (1)

The lifeworld

An experience (episode) socially constructed (2)

Thought/reflection (3)

Emotion (4)

Action (5)

The person in the world (body/mind/self) changed
The changes memorized
Person more experienced (6)

The changed whole person: body/mind/self/life history (1)

The lifeworld

Time
SO A LIBRARIAN WALKS INTO A BREWERY...