Finding space for active learning in library sessions!


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Outline

1. Introduction to our Experience with Active learning (Céline)
2. Activities to Visualize Research - through maps & drawing (Céline)
3. Activities to Identify & Understanding Research Methods (Céline)
4. Activities to Communicate Research through Images (Doris)
5. Questions and Discussion (Doris)
Learning Outcomes

1. Explore the contexts in which active learning methods can be beneficial
2. Understand the challenges of active learning and learn ways to address these challenges
3. Try 3 different methods of active learning and explore how they can be scalable to their specific context
1. Introduction to our Experience with Active learning
Active Learning & MLCS 795

Week 1
Imagining and Discovering Research

Week 2
A Method to the Madness

Week 3
Identity Crisis: Author, Manager, Reader

Week 4
Who owns what: Copyright & Publishing

Week 5
Planning for the future: Research in 3 minutes and Research Data Management
## Challenges & Mitigations

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<thead>
<tr>
<th>CHALLENGE</th>
<th>MITIGATION</th>
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<tr>
<td>Participation</td>
<td>● Set the expectations in the first class</td>
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<td></td>
<td>● Create a motivating space in which to participate</td>
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<td>● Value &amp; relevancy of exercises</td>
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<td>Attendance</td>
<td>● Attendance linked to passing the class</td>
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<td>● Collaboration with the department</td>
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<td>No Assignments (all work must be done in class)</td>
<td>● Trust that students will come to you with further questions</td>
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<td>● Be ruthless in cutting the sessions</td>
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<td>You don’t know how it will go until you do it</td>
<td>● Be flexible &amp; responsive</td>
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<td>● Change things up if they don’t work</td>
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<tr>
<td>Amount of Preparation required</td>
<td>● Collaboration with colleagues</td>
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<td>● Active learning doesn’t have to be complicated</td>
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Activities to Visualize Research (through maps & drawing)
Mind Mapping Exquisite Corpse

1. Who?
2. What?
3. When?
4. How?
5. Why?

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<tr>
<th>Keywords</th>
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<tr>
<td>Synonyms</td>
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**Keyword Organizing**
1. Groups of two
2. Draw a box
3. Fill the box with images of their research topic or novel.
4. Imagine if the box was your post on Instagram - Hashtag it

Thank you to our colleague Virginia Pow at University of Alberta who taught me this activity!
Citation Mapping

- Create a map of the various research questions you will be answering in your research.
- Under each question, list the resources that you will use to support your arguments.
- Use lines to connect authors who cite each other, thereby making the topical discourse explicit.
How and why did UAL develop a Spanish Children's Literature Collection

Subject Headings

What makes the collection valuable?

Book Displays

Subject guides

Why develop such a collection at UAL?

Weltwide Literature and Language

Award winners, Geographic Location, Language

Facility requests

Reference Books

Ferming books in an existing collection

Approval plans

Armstrong 2003

Armstrong 2003

Armstrong 2003

Shnmen 2014

Shnmen 2014

Shnmen 2014

Williams 2011

Thomson 2011

Shnmen 2014

Bay 2001

Bay 2001

Bay 2001

Impact: Williams Citation 7.3 H index 5 (Publish or Persign)
Impact: Shnmen Citation 1.2 H index 2 (Publish or Persign)
Impact: Thomson Citation 3.4 H index 4 (Publish or Persign)
Impact: Thomson Citation 6.6 H index 4 (Publish or Persign)
Impact: Armstrong Citation 2.9 H index 2 (Scopus)
Tools

- LucidCharts
- IHMC’s Cmaps concept mapping software
- Mindmup
- Google slides or Powerpoint
- Or on paper!
Activities to Identify & Understanding Research Methods

Thank you to our colleague Lindsay Johnston at University of Alberta who developed these activities!
Using ACRL’s Framework

“The Framework draws significantly upon the concept of metaliteracy, which offers a renewed vision of information literacy as an overarching set of abilities in which students are consumers and creators of information who can participate successfully in collaborative spaces. Metaliteracy demands behavioral, affective, cognitive, and metacognitive engagement with the information ecosystem. This Framework depends on these core ideas of metaliteracy, with special focus on metacognition, or critical self-reflection, as crucial to becoming more self-directed in that rapidly changing ecosystem.”

http://www.ala.org/acrl/standards/ilframework
Contextualizing Methods

Ontology (i.e. What can we study?)

Epistemology (i.e.) What can we prove?

Methodology

Approach (i.e. empiricist or interpretivist)

Strategy (i.e. case study or experiment)

Method (i.e. quantitative or qualitative)

Assessing Articles

1. Form small groups

2. Assess articles handed out for research methodology

3. Share
   a. What was the general purpose of the research?
   b. What methodology was used?
Using Sage Research Methods

http://methods.sagepub.com/
Activities to Communicate Research through Images
The Three Minute Thesis (3MT™) assignment is based on the international academic competition that assists current graduate students with fostering effective presentation and communication skills. Students have just three minutes to explain the breadth and significance of their research projects to the MLCS 795 class and instructors.

- University of Alberta Three Minute Thesis Competition
- What is a Three Minute Thesis
3 Minute Thesis (3MT) Continued

Evaluation Guidelines

• 2018 3MT Marking Tool
  • Comprehension & Content
  • Engagement & Communication
The Images of Research (IOR) competition is an opportunity for current University of Alberta graduate students from all disciplines to capture, share, and present the essence of their research in one image.

Photo by Ulan Photography
Ice Breaker Activity (3 MT Inspired)

Name of Student: Doris

I am studying...

How early career librarians in academia should/ have to publish/ present but can find it challenging to do so.

because I want to find out...
(who/what/when/where/whether/why/how)

Are there ways for early career librarians to connect with each other or more seasoned professionals to help them publish/ present?

in order to help my reader understand better...(how, why or whether)

What are the pressures to publish/ present? How to best succeed.

Photo by [Pexels](https://www.pexels.com) licensed under CC0
Ice Breaker Activity (3 MT Inspired)

Now it’s your turn! Find a single image that describes your research or your work.

• Share it on Twitter #WILU3MT

• Here are some Open Access Image Sources to assist you:
  • Pixabay - https://pixabay.com/
  • Pexels - https://www.pexels.com/
  • Unsplash - https://unsplash.com/
  • Commons: Free media resources/Photography - https://commons.wikimedia.org/wiki/Commons:Free_media_resources/Photography
  • Flickr Creative Commons Search - https://www.flickr.com/search/advanced/
  • Creative Commons Search - https://search.creativecommons.org
5. Questions and Discussion
Any Question?
What learning activity will you be bringing back to your work and how?
What active learning activities do you use and want to share?
What is your biggest takeaway from this workshop?
Thanks!

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