What I Learned from Kindergarteners:
The Essential Elements of Instruction for Librarians

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It all started with art.....
What I wondered about my teaching....

- How can I liberate my teaching from the demo-based model to an active model? *Learning doesn’t happen when I am talking*
- When I am “teaching” are they actually “learning”?
- Am I setting goals students can realistically achieve in a 50-70 minute session?
- Are my instructions clear enough?
- Do I provide a good model for the work I intend them to do?
“The more time students spend doing an activity that addresses the skill we want them to learn during the session, the more likely they are to retain the information we deliver and acquire the new skill.” – TUSD EEI Workshop
What I learned from Kindergarteners - Their Classroom Environment and Dynamics

- The classroom environment is very visual:
- The students rarely work alone
- Students have the opportunity to move around the room for many of the activities they do
- The classroom feels like a community
- Assessment is often embedded into the activity they are doing
Teachers share their learning materials, lesson plans, and ideas....

- themasuredmom.com
- awalkinthechalk.com
- teacherspayteachers.com
- playdoughtoplato.com
- themoffatgirls.com
- frogsfairiesandlessonplans.com
What I learned from Kindergarten Worksheets....

• Incorporates visual elements
• Offers the opportunity to practice the skill more than one way
• Allows for self-assessment - embedded rubric
• Tasks are “chunked”
Practice is accomplished through a variety of tasks:
Coloring, cutting, pasting, highlighting, identifying, using a code
Scaffolding and ownership:

- Shaped boxes to guide the type of letter that needs to fit
- An opportunity for the student to write their own sentence
Multisensory:

- Form the playdough
- Read the sentence
- Trace the word
- Write the word

Credit: theOTToolbox.com
Gamification:

Roll the die, move the piece, read the word, race to the finish!

Credit: fromplaydoughtoplato.com
Write your name with a variety of writing tools:

- Activity is changed-up for each practice opportunity
- Incorporates counting
- Makes a typically repetitive activity more engaging
Independent entry task example:

- A variety of activities
- Tasks are chunked
- Counting, read, riding, identifying, grammar, self-check-in - “how do you feel today?”
Attempt to develop a more visual worksheet, with an embedded rubric, and feedback from the students about their research project.
Time Out: Why are 1-shots so hard?
Why are 1-shots so hard?

- Timing challenge - how to fit everything in?
- High-stakes - you might never get to work with these students again
- Room challenge - most library computer labs are not conducive to collaborative/team/group work
- May not have a rapport with the instructor/professor
- How to hone-in on the instructor’s goals for the session?
  
  *How to balance what the instructor wants, with the best way to deliver the instruction?*

- Students unfamiliar with the librarian/librarian unfamiliar with the students
- Allow time for modelling, observation, debriefing, and assessment?
- May have little input regarding the assignment you are addressing through your teaching
- How to build-in opportunity for discussion, collaboration, or even the production of new knowledge
- How to find time to learn the dynamics of, engage with, and get to know this small learning community you have the chance to teach?
Essential Elements of Instruction

Adapted from Tucson Unified School District EEI Workshop

- Based on the research and teaching of Madeline Hunter
- A framework for thinking about teaching and learning
- Based on Instructional Decisions:
  - What to teach and how to teach it
  - How does learning best happen?
- Teaching doesn’t happen unless learning occurs
Planning and Delivery make the difference

- What do they already know?
- What skill or standard will they be learning?
- Can it reasonably be learned in one lesson?
- If not, what are the subskills involved - can you chunk the learning?
- What do they not know, that most could know after 50 minutes of instruction - this becomes your learning objective!
Preassessment

- Addresses the question: What do they already know?
- What are their misconceptions about the topic?
- Do all students have the foundational skills for the material to be taught?
- Have some already mastered some or all of this material?
- What are their interests in relation to the material?

Adapted from Steven L. Turner, “Creating an Assessment-Centered Classroom: Five Assessment Strategies to Support Middle Grades Student Learning and Achievement.” *Middle School Journal*, 45:3. 3-16, 2014.
Pre-assessment Ideas for 1 shot instruction

- Breaks the ice - Get to know the students
- Gives insight on what they already know, and an opportunity to identify muddy points and see what they still need to learn
- Activates prior knowledge

![Image of handwritten notes]

1. What databases have you used for researching a history topic?
   - Jstor ✓ ✓ ✓ ✓ ✓
   - Proquest ✓ ✓ ✓ ✓ ✓
   - Sometimes Elsevier ✓ ✓ ✓
   - Muse
   - EEBO
   - G Scholar
2. Here are some examples of scholarly articles related to Renaissance history. What are some common attributes of scholarly articles? What clues do you look for to ascertain that these are likely from a scholarly source? Usually published by a university press (Oxford)

3. What interests you about the Renaissance? Everything ✓
   The time period in history ✓
   Evolution of warfare ✓
   Political developments ✓
   Advances in technology ✓
   History of the book ✓
   Music ✓
   Art ✓
   Block death

Peer review

Book/article reviewed by other scholars in same field
4. Have you ever done the following? (check any that apply)

- Requested a book through Interlibrary Loan
- Requested a book through Summit
- Visited the WSU libraries archival collections (MASC)
- Accessed a book in the 'Dewey's' at Holland + Terrell?
Getting to Know Them: Gallery Walks as a Preassessment Activity

- What topic do you plan to explore, or what topic interests you most?
- What is your biggest concern related to your research?
- What is your “go-to” database for scholarly sources?
- What was your last research paper topic?
- What went well about it? What was difficult?
List a subject database you would use to search for a scholarly/academic article related to a history topic

List an attribute of a scholarly/academic article

Provide an example of a type of primary source

What topic are you considering researching for your paper?

- Low-risk activity
- Activates prior knowledge
- Gives them the opportunity to show what they already know
- Highlights muddy points, areas that may require further instruction and clarification
- If they agree with an answer already listed, they can add a checkmark to show agreement
Carousel Activities

- Allows for more-in-depth interaction with the content vs a gallery walk
- Allows small group discussion
- Students have the opportunity to teach new content to their peers
- Students create the teaching materials
- Students share what they have learned
- Students have the opportunity to view several examples of their peer’s work and ask their peers questions
- Can be used as a brainstorming activity as well
Article Carousel Activity using the “Stay and Teach” model

- Students counted off into teams of 3 and convene at a poster paper for their group number, posted around the room
- Each team given a scholarly article related to Hip Hop studies written from different disciplinary perspectives; 1 team was given a book review; 1 team was given a scholarly book; 1 team was given a newspaper article; 1 team was given a primary source
- Teams answered questions about the sources and recorded answers on paper
- When they were finished recording their answers, 2 of the 3 team members rotated to the next station, while the remaining team member stayed to introduce the source to the students who were rotating in
- Newly configured teams asked additional questions, clarified ideas, and added their thoughts to the posters
- After 2-3 rotations, we debriefed and each team briefly presented their source
Popular Source

1. Author - Jeff Weiss
2. Newspaper - To inform and keep people up to date on the LA arts and culture
3. How could this be used - To argue and cite how a community feels in regards to the hip hop culture around them in LA.
4. Publish one perspective - They tend to publish articles about the life of celebrities in different art and culture, focus in the LA area.
5. Who are they studying - They let him speak himself because they use a lot of his own quotes.

Voices - 2Mex, the artist they are talking about

Voices left out - His fans and the people who surround him in his life.

(Did interview his family a little bit, and talked a tiny bit about them paying for his funds)

- No medical professionals in this article.
The Real Hip Hop Book

Scholarly Source

Author: Marcylena Morgan - Prof. of Afro-American Studies @ Harvard
- Founder & Exec. Director of the Hip Hop Archive
- Author books published on Afro-American culture
- Perspective: Origins of Hip Hop - Ethnographic Research within LA hip-hop community
  - Primary/Secondary Resources
  - Interviews
- References: Universities, Songs, Hip Hop Artists
- Search Terms: Underground, LA culture, Language
- Who: Hip Hop Artists, Black Youth in LA
  - For, with, and let them speak for themselves
  - Reviews, commentary, analysis
- Voices: Hip Hop Artists, Black Youth in LA
- Left Out: East Coast Hip Hop Artists, Youth
  - Primary Source
  - Origins of Hip Hop in LA

Scholarly Source

1. Hip Hop Dance Experience Linked to Sociocognitive Ability
2. Journal: PLOS (One)
3. J. Bonny, J. Lindberg, M. Pacamara
   - Foundry 10, Seattle WA
   - Department of Psychology
4. Scientific perspective
5. Psychology, Education, Video games,
6. Dance Experience & Sociocognitive Skills
7. Speaking for the youth
   - Older age groups left out
Guidelines for Primary Source Literacy

Developed by the ACRL RBMS\textsuperscript{1}-SAA\textsuperscript{2} Joint Task Force on the Development of Guidelines for Primary Source Literacy

Approved by the ACRL Board of Directors, February 12, 2018

Approved by the Society of American Archivists Council, June 2018

A person knowledgeable in the use of primary sources can:

1. Conceptualize
   A. Distinguish primary from secondary sources for a given research question. Demonstrate an understanding of the interrelatedness of primary and secondary sources for research.
   B. Articulate what might serve as primary sources for a specific research project within the framework of an academic discipline or area of study.
   
   C. Draw on primary sources to generate and refine research questions.
   D. Understand that research is an iterative process and that as primary sources are found and analyzed the research question(s) may change.

Translating Standards into Lesson Plans

- What information is critical to the learning objective?
- Structure: Is the content “chunked” into “digestible bites”?
- Is the opportunity for practice embedded in the session?
- Are the learning goals and scales (rubrics) clear?
- Are the tasks modeled for the students? (clear procedures)
- Do students understand what is expected of them?
  - students are busy at work because they know what is expected of them
  - students are comfortable and secure because they know what is expected of them
“An objective is a description of the student at the end of the lesson”

- What do I want students to be able to do by the time they leave the session?
- How will I track student progress?
- How will students record and represent knowledge?
- What + Activity = Objective
Clearly Defined Objectives

- Provides context for the instruction: Lets students know where we are going
- Tells the learner what specifically they will be able to do by the end of the instruction - gets everyone on the same page
- Tells the student what they are learning, and how they will show you they know it
- Your objective might need to be changed in the middle of the lesson!
Student-centered Activities

- Is the activity aligned to the objective?
- Does the activity engage student learning?
- Is it meaningful: Do the students understand why they are doing the activity?
- Does the activity build on prior knowledge?
- Does the activity incorporate high-level questions?
- Do students have an opportunity to reflect on their learning?
  - Do they have the opportunity to self-assess?
Anticipatory Sets

- What will happen during the first 10 minutes of class?
- How do you engage the students’ interest?
- How can you connect them to previous experiences and previous knowledge?
- “Prime the pump” to address your learning objective
Direct Instruction: “the set up for the main event in which the students do the heavy lifting” -

- It should be kept to no more than 10 minutes
- Some part of the lesson usually involves direct instruction, keeping in mind that....
- Learning doesn’t happen when we are talking - it happens when they are talking!
Active Participation: “We get out of the way and let them engage in productive struggle”

- Students engage with the idea or concept that is the focus of the learning objective
- Provides practice for the question “what do I want the students to be able to do when they leave the session?”
- Gives student the chance to incorporate the ideas into their own thinking
- Provides us with insight about who knows what as the lesson unfolds
- How will you respond to those who are not getting it? How will you know who gets it? How will you respond to those who are ready for more?
Who?
- Convicted & released felons
- Society

What?
- Impact of new Jim Crow on voting rights
- How does "new Jim Crow" differ from old?

Where/When?
- Primarily America
- Began with heavy control on felons [upon release] through legislative action

Why?
- Research question:
  - What is the impact of restricting the rights of felons on society as a whole?
  - How can we make the CJS more rehabilitative?
- Who is counted in the "felons" category? Any exceptions?

Who?
- Major makeup brands
  - L'Oréal, Bobbi Brown, Calvin Klein
- Other products brands
  - Avon, Vaseline, Dove, Febreze

What?
- Makeup brands & other cosmetics or men's products testing on animals
  - Possibly adding skinning animals for fur for coats, etc.

When/Where?
- Currently
- Since 1950's

Why?
- Why would a company favor testing on animals over humans? (e.g., dogs vs. humans?)

- Test products on animals because they have "no rights" — to testing products to make sure they are safe
- This is important because animals should be treated humanely, not tortured just to benefit humans.
Revising Objectives - After the session

- Review
- Refine
- Revise

- Makes notes about what worked and what didn’t
- What did the majority of students “get”, what did the majority of them “miss”?
- What did some of them miss that they could have been successful at if taught another way, or clarified?
Debrief/Closure

- Gives the students a chance to summarize what they did or learned
- Provides direct feedback, or a debriefing of the activity
- Quick writes, muddiest points, share what you learned with a partner, ask groups to report-out
Assessment – Did they Grow?

“Assessment refers to activities that lead teachers to modify their teaching to meet student needs.”
- Anna Geiger, Top 10 Secrets to Great Teaching

Formative assessments:
- Provide feedback about what students know
- Can be quick and informal
- Helps the student evaluate their own learning
- Helps students think critically about what they are learning
- Helps students focus and reflect on their own understanding of the material

Where do they need to grow? What is the weak spot?
Where did your lesson fall short? What can you improve? What needed more clarification?

Adapted from Anna Geiger, Top 10 Secrets to Great Teaching