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Putting the Pieces Together: How Librarians at Campbell University Use the Cephalonian and Jigsaw Methods to Teach Information Literacy

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What is the Cephalonian Method?
  ● Why is there a picture of a beach?

The Cephalonian method - how it works:
  ● How do you adapt if there are students with physical conditions that make mobility, speaking, seeing the questions difficult?
  ● How many librarians does it take to use this method?

Why use it?
  ● Is the tour effective for ESL students?
  ● Has the faculty bought in on the tour?

Changes along the way - Cephalonian method
  ● What affects does the size of the class have?
  ● What changes do you have to do for larger classes?
  ● How is spring semester different from fall semester?
  ● What modifications do you see making in the future?

Pros/Cons - Cephalonian Method
  ● Have you ever run out of time using this method?

What is the Jigsaw method
- Why use the half jigsaw method
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The Jigsaw Method - How it works
- Have you changed which database the librarian presents?
- Is there enough time for the students to get to know a database?

Why use it?
- How do you prevent students from freeloading off of the other students in the group?
- Which databases did you choose to cover?

Changes along the way - Jigsaw Method
- Is it difficult to get the Google doc to the students?
- How do you split the class into groups?

Pros/Cons - the Jigsaw Method
- What do you do if a group doesn’t understand the database?
- What are the most difficult class sizes to use this method with?