Revitalize your Research Instruction!: Applying the ENGAGING Constructivist Framework in the Library Instruction Classroom

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Revitalize Your Research Instruction!: Applying the ENGAGING Constructivist Framework in the Library Instruction Classroom

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Essential Questions

• Why is good teaching important?
• What is the Engaging framework?
• How can the Engaging framework be used in library instruction?
• Is the framework theoretically sound?
• How do I apply all of the frames in a short time period?
• How can I assess a student’s negotiation of meaning?
• What is an Intelligence Intervention? Examples?
• How do I grade students on their note making abilities?
• How can I build community in such a short period of time?
• What is authentic assessment?
• How can I provide students with feedback if I only see them once?
• What are some ways to group quickly while differentiating student skills?
The Gronk
ENGAGING Framework

Entice Effort & Build Community
Application to Information Literacy (IL)

• Converse with students as they enter
• Building relationships using sentence starters
  • I hope the instructor...
  • I need to learn this because...
  • I will work hard if...
• What do you want to learn today?
  • Linoit.com
• Introductory Icebreakers
ENGAGING Framework

Negotiate Meaning
Application to Information Literacy (IL)

• True/True Test:
  • Library instruction has been shown to increase students’ research abilities.
  • One way to get students interested in the content is by using instructional games to introduce the lesson.
  • Collaboration with faculty increases student motivation to use the library.
• Short article/paragraph
ENGAGING Framework

Group Collaboratively
Application to Information Literacy (IL)

- Discipline Specific
  - Match Monopoly properties
- Tech
  - Team Shake
- Library specific
  - Vocabulary/definition
- Famous book pairs
ENGAGING Framework

Active Learning & Authentic Assessment
ENGAGING Framework

Graphic Organizers
Application to Information Literacy (IL)

- Arrange authors by most to least credible
- Concept maps and keyword creation
  - InstaGrok
- Compare and contrast types of publications

Which passage is **chronological**?
Put information from the passage onto the graphic organizer.

Passage Name: ______________________

![Graphic Organizer](image)

Which passage is **compare and contrast**?
Put information from the passage onto the graphic organizer.

Passage Name: ______________________

![Graphic Organizer](image)

Which passage is **sequence**?
Put information from the passage onto the graphic organizer.

Passage Name: ______________________

![Graphic Organizer](image)

Which passage is **cause and effect**?
Put information from the passage onto the graphic organizer.

Passage Name: ______________________

![Graphic Organizer](image)

Which passage is **problem and solution**?
Put information from the passage onto the graphic organizer.

Passage Name: ______________________

![Graphic Organizer](image)
ENGAGING Framework

Intelligence Interventions
Application to Information Literacy (IL)

• Create stations based on needs assessment (pretest) or learning objectives. Discuss results at the end of the session.
ENGAGING Framework

Note Making
Application to Information Literacy (IL)

• Have students include their rationale on a graphic organizer or artifact.
  • Why did you choose this article?
  • Describe the information you will use from it to inform your audience.

• Exit slip: Padlet or Linoit
  • One thing I learned today is that...
  • I still wonder about...
  • The stuff we thought about today is important because...
ENGAGING Framework

Grade Wisely
Create a rubric to generate levels of competency
  • Rubistar
  • AACU Value Rubrics
Assessment: Kahoot, Flubaroo
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• How can I assess a student’s negotiation of meaning?
• What is an Intelligence Intervention? Examples?
• How do I grade students on their note making abilities?
• How can I build community in such a short period of time?
• What is authentic assessment?
• How can I provide students with feedback if I only see them once?
• What are some ways to group quickly while differentiating student skills?
But is it ENGAGING?

• With your partner, identify the ENGAGING framework in the following scenario.
Questions or Comments?

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