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
ENGAGİNG 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: ____________________________

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

Passage Name: ____________________________

<table>
<thead>
<tr>
<th>Ways Similar</th>
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<td>2.</td>
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<td>3.</td>
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<tr>
<th>Ways Different</th>
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<td>1.</td>
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<td>2.</td>
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<td>3.</td>
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</table>

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

Passage Name: ____________________________

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

Passage Name: ____________________________

<table>
<thead>
<tr>
<th>Cause #1</th>
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<th>Effect</th>
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<thead>
<tr>
<th>Cause #2</th>
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</table>

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

Passage Name: ____________________________

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<thead>
<tr>
<th>Problem</th>
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<th>Solution</th>
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<th>Solution</th>
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<th>Third Event</th>
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<table>
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<tr>
<th>Second Event</th>
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</table>
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
Application to Information Literacy (IL)

Create a rubric to generate levels of competency
  • Rubistar
  • AACU Value Rubrics

Assessment: Kahoot, Flubaroo
Essential Questions

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• 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?

Thank you

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