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

Paul J. Vermette  
*Niagara University, PJV@niagara.edu*

Melissa Langridge  
*Niagara University Library, mlangridge@niagara.edu*

Kayla Jaehn  
*Niagara University, kjaehn@mail.niagara.edu*

Follow this and additional works at: [https://digitalcommons.georgiasouthern.edu/gaintlit](https://digitalcommons.georgiasouthern.edu/gaintlit)  
Part of the [Curriculum and Instruction Commons](https://digitalcommons.georgiasouthern.edu/gaintlit), and the [Information Literacy Commons](https://digitalcommons.georgiasouthern.edu/gaintlit)

**Recommended Citation**
Vermette, Paul J.; Langridge, Melissa; and Jaehn, Kayla, "Revitalize your Research Instruction!: Applying the ENGAGING Constructivist Framework in the Library Instruction Classroom" (2015). *Georgia International Conference on Information Literacy*. 45.  
[https://digitalcommons.georgiasouthern.edu/gaintlit/2015/2015/45](https://digitalcommons.georgiasouthern.edu/gaintlit/2015/2015/45)

This presentation (open access) is brought to you for free and open access by the Conferences & Events at Digital Commons@Georgia Southern. It has been accepted for inclusion in Georgia International Conference on Information Literacy by an authorized administrator of Digital Commons@Georgia Southern. For more information, please contact digitalcommons@georgiasouthern.edu.
Revitalize Your Research Instruction!: Applying the ENGAGING Constructivist Framework in the Library Instruction Classroom

Dr. Paul Vermette: pjv@niagara.edu
Professor of Education, Niagara University

Melissa Langridge: mlangridge@niagara.edu
Coordinator of User Education, Niagara University

Kayla Jaehn: kjaehn@mail.niagara.edu
Instructional Support, Niagara University
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
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

• 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?
But is it ENGAGING?

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

Dr. Paul Vermette, pjv@niagara.edu
Melissa Langridge, mlangridge@niagara.edu
Kayla Jaehn, kjaehn@mail.niagara.edu