

THE COLLECTIVE

February 28-March 2, 2017 | Knoxville, TN

Instruction Mixtape - Summer '96

Convenor(s):

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Brief Description of Program:

Research suggests that student concentration during lectures begins to decline after 10 to 15 minutes. Active learning has been correlated with high learning gains and retention. Participants in this session will use design thinking methods to create an active learning session. Also, there will be 90s R&B.

Tags: [active learning](#), [flipped classroom](#), [Instruction](#)

Estimated Session Attendance: 83

NOTES FROM SESSION:

#instructionmixtape - official hashtag for this session

[All instructional material from "Instruction Mixtape '96"](#)

[Video snapshot of the session!](#)

Active Learning

_Students doing and thinking about what they are doing

_Why aren't librarians using active learning? 1) it's a risk, you might fail. 2) takes too much time to design an instruction session

Design Thinking

_Methodology for creative problem solving

_5 stages: 1) empathize; 2) define; 3) ideate; 4) prototype; 5) test

_know your audience; figure out their meaningful, actual problem; come up with creative solutions to their problem; make something to solve that problem; test your prototype

A-side: Design Thinking

B-side: Active Learning

1. **Empathy Map**

_Empathy Map - four quadrants; jot down what a student says, thinks, feels, and does immediately before, during, and after library instruction

Says (to instructors/peers); Thinks (before, during, after), Does (actions during), Feels (before, during, after)

-After brainstorming, pair up with a partner and share clockwise

2. **Student Learning Outcomes**

_Use the word bank of performance verbs to develop student learning outcomes (that are specific and measurable). Student learning outcome Mad Libs.

(Performance verbs found at: Nilson, L.B. (2016). Teaching at its best: A research-based resource for college instructors. San Francisco, CA: Jossey-Bass.

3. **Active Learning Strategies**

_Ideate (design thinking)

_Jigsaw (active learning) - "Active Learning Strategies" by CT3 Santa Fe College;

Classroom opinion poll (students can express opinions anonymously), go to your post (topics posted throughout the room), muddiest point (ask students what was the muddiest point in the (lecture, textbook, etc.), note comparison (pair up or group students and have them compare notes), haiku (students write a haiku on a given topic), information search (have students work in groups to answer a group of questions), concept mapping, short writes/two (or one) minute paper (asking students to write down as much information as they remember after a lecture)

4. **Storyboard Lesson Plan**

_Create a storyboard for activity, session, workshop, or course that uses active learning strategies.

5. **Feedback Capture Grid**

_Share your storyboard with others and use the grid to capture any feedback (+ = positive feedback; - = challenges; ? = questions; ! = ideas)

_Design thinking is iterative; keep doing it and refining the process

1-1-1 **Assessment**

On individual post-its please share:

1 thing you learned

1 thing you found interesting

1 question you have*

*if you'd like us to respond include your contact info
Add your post-its to the wall!