

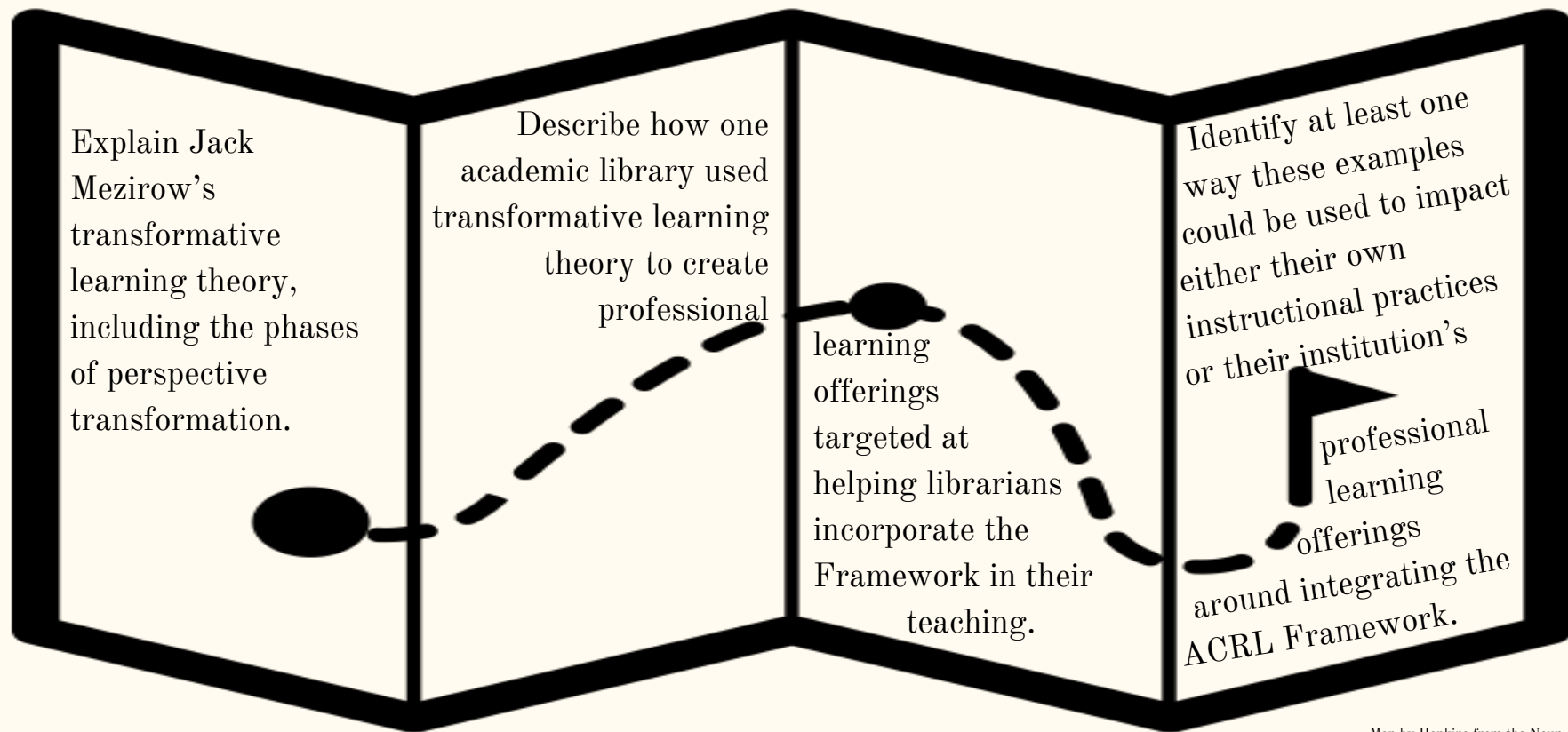
Becoming Purposeful Pedagogical Practitioners

Transforming instructional practices and
teaching identities around the Framework

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Planning a purposeful path...



Transformative Learning Theory: Key concepts



Transformative Learning Theory, Defined

Adults seek meaning but can rely on un-evaluated or externally imposed constructs to make sense of their experiences and the world around them.

↳ Using this information limits their awareness, understanding, and individuation

Transformative learning theory: Developed by Jack Mezirow (1978, 1981, 1994, 2000)

- Arose from women's experiences re-entering education
- Today: Prevailing adult education theory (Taylor, 2008)

Transformation involves using personal biographical, social, or cultural situations to develop one's own identity and perception of the world.

Transformative Learning Theory, Explained

According to Mezirow (1981, 1994, 2000), transformative learning is an individual, internal process that involves an adult's:

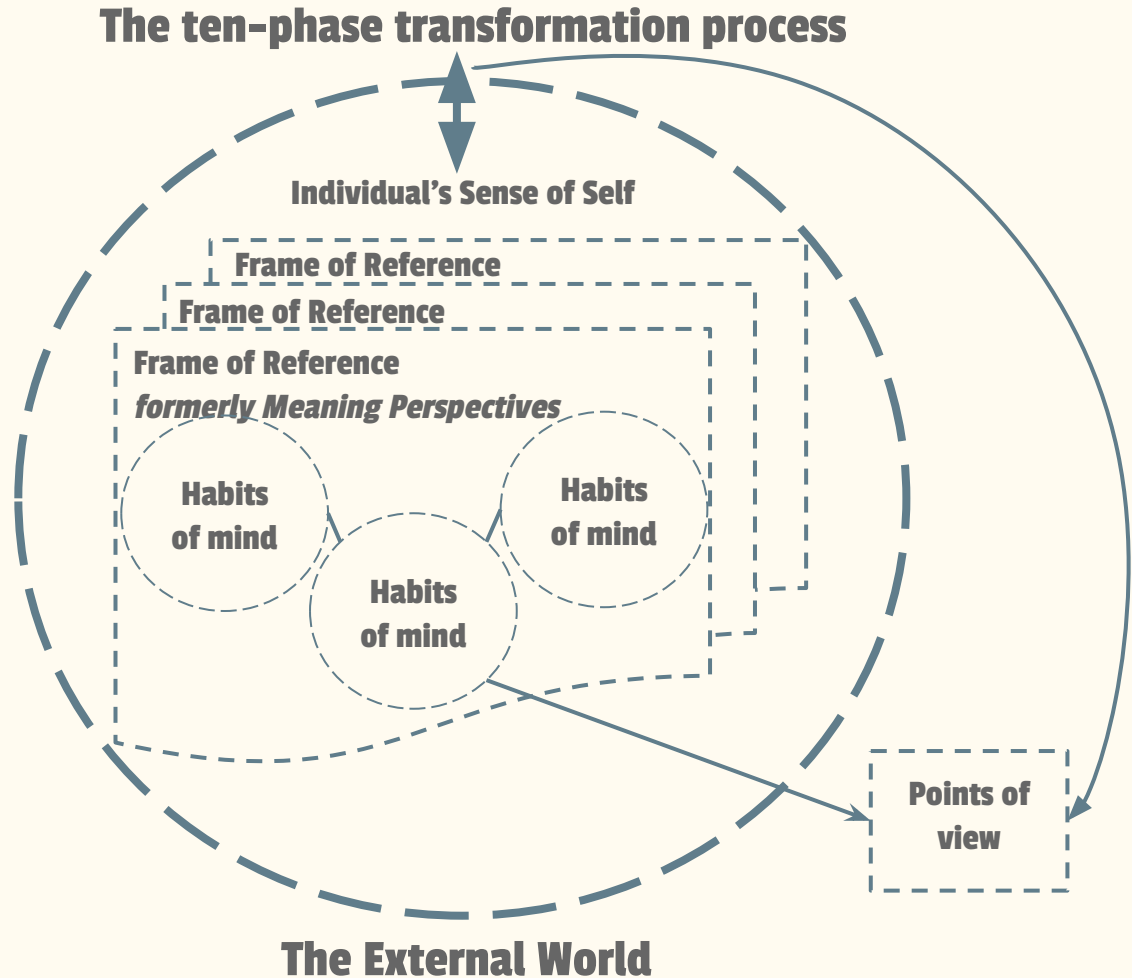
- Frames of reference, or the cognitive structures used to filter experiences
- Habits of mind, or the overarching structures used to generate initial impressions
- Points of view, or how internal habits of mind are demonstrated to others

We transform our frames of reference by reshaping our habits of mind -- these changes then are reflected in externally-facing beliefs and actions.

Phases of Perspective Transformation

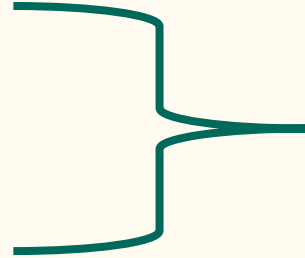
1. Disorienting dilemma
Epochal event or gradual accumulation of experiences
2. Self-examination
3. A critical assessment of roles
4. Recognition that others have experienced, are experiencing, or will experience similar issues
5. Exploration of options for behavior or action
6. Development of a plan of action
7. Acquisition of necessary skills and knowledge
8. Trying on of new roles and integration of feedback into practices / actions
9. Development of competence and confidence in new roles / relationships
10. Reintegration into society with a changed perspective

How Perspective
Transformation
Happens:



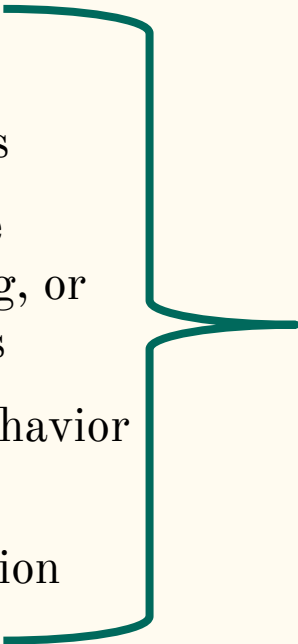
Aligning
transformative
learning with
Framework-focused
information literacy
instruction

1. Disorienting dilemma
*Epochal event or gradual
accumulation of experiences*



Disorienting dilemmas can be big, sudden changes or gradual accumulations of smaller events that prompt academic librarians to question what, or how, they think.


**The Framework itself may be a disorienting dilemma;
the resulting reflection or instructional interactions may also build into
disorienting dilemmas.**

- 
- 2. Self-examination
 - 3. A critical assessment of roles
 - 4. Recognition that others have experienced, are experiencing, or will experience similar issues
 - 5. Exploration of options for behavior or action
 - 6. Development of a plan of action

These phases are highly personal and largely internal.

However, academic librarians need to interact with others who are in the midst of, or beyond, these stages.

These kinds of inputs can help individuals identify different perspective options or models as well as behavioral changes.

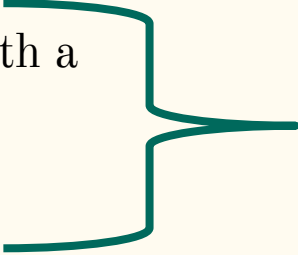
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7. Acquisition of necessary skills and knowledge
 8. Trying on of new roles and integration of feedback into practices / actions
 9. Development of competence and confidence in new roles / relationships

In these phases, professional learning opportunities can support academic librarians in:

- “Trying on” information literacy frames
- Designing learning interactions around threshold concepts
- Developing relationships with disciplinary faculty

Professional learning environments can offer low-risk opportunities for academic librarians to develop competence and confidence.

10. Reintegration into society with a changed perspective



With professional learning opportunities as a foundation, academic librarians can then revisit their instructional work with changed perspectives and practices.

In these ways, transformative learning theory can help academic librarians use the Framework in their teaching.

Transforming professional learning around the Framework



Precedents for
teaching-focused
professional development
that incorporates
transformative learning
theory

- Taylor (2008): transformative learning is **the** dominant adult learning theory
- Scholars focused on transformation around teaching practices:
 - ◆ Taylor & Cranton (2012): *The handbook of transformative learning*
 - ◆ Numerous discipline- and institutionally-grounded articles examining faculty development offerings

In library-focused literature:

- Nichols Hess (2015): Equipping academic librarians to integrate the Framework into instructional practices: A theoretical application
- Attebury (2015): Adult education concepts in library professional development activities
- Malik (2016): Assessment of a professional development program on adult learning theory
- Willi Hooper & Scharf (2017): Connecting and reflecting: Transformative learning in academic libraries

Starting point:

Measuring colleagues' needs and interests for information literacy instruction

What mode(s) of professional learning would be most useful to you? Select all that apply.

- ☐ Asynchronous online learning
- ☐ Synchronous online learning
- ☐ Face-to-face learning
- ☐ Hybrid / Other (please explain below)
- ☐ Other:

What format(s) of professional learning would be most useful to you? Select all that apply.

- ☐ Single workshops
- ☐ Presentations by experts
- ☐ Series of workshops
- ☐ Learning community
- ☐ Other: _____

What topic(s) would be most interesting to you? Select all that apply.

- ☐ ACRL Framework for Information Literacy for Higher Education
- ☐ Instructional design models / frameworks
- ☐ Embedding library instruction online
- ☐ Incorporating other literacies into instruction
- ☐ Instructional assessment (formative / summative / confirmative)
- ☐ Designing / teaching for-credit courses
- ☐ Other:

Key takeaways

Based on survey responses

April 2016

Face-to-face learning:
Preferred!

Other literacies: Interesting
but somewhat unknown!

Assessment: Important!

The Framework: Meh.

But then:
ALA 2016.

Three- pronged approach:

Based on survey responses
and profession shifts

Practical presentations on
assessment strategies in classrooms

Virtual resources for continuing to
consider the Framework

Informal conversations around
other literacies in IL instruction

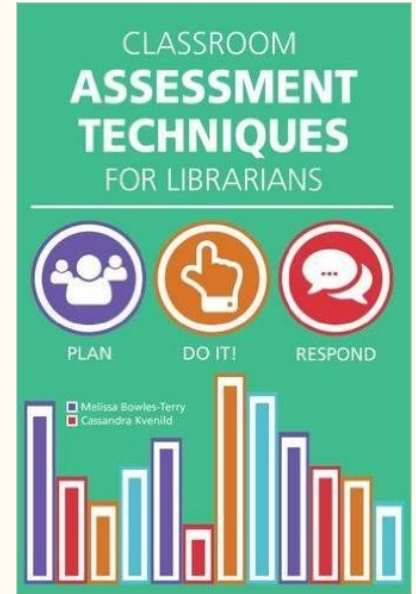
Developing assessment knowledge & practices

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CATs at OU Libraries: Monthly presentations

Regular presentations at monthly instruction-focused meetings

- Adapted content from *Classroom Assessment Techniques for Librarians* to our instructional setting
- Focused on how instructional technology tools could facilitate / support assessment
- Created skeletons / resources my colleagues could adapt and use



This project sought to specifically address expressed assessment needs vis a vis the Framework while also considering critical assessment / reflection, exploring behavior options, acquiring knowledge / skills, and trying on new roles.

Sample content:

Assessing Skill in Application

When “students... apply newly learned skills to real-life situations” (Bowles-Terry & Kvenild, 2015, p. 59)

Two considerations: near transfer and far transfer

Three strategies:

Directed paraphrasing

Transfer and apply

3-2-1

Transfer and Apply

Use when you want to have students consider and list at least “one real-life application of what they just learned” (p. 64).

How to use this assessment strategy:

- At the conclusion of an activity or class session, ask students to consider how they will apply these practices in the near- or far-term
- Low-tech: paper/pencil; Tech-centric: online wall, polling tool

What to do with the information you collect:

- Shape future teaching/support
- Check in with students or instructors -- did their practices really change?
(confirmative evaluation)

Transfer and Apply: Examples

Setting: Any course level -- applicable across lower-, upper-, and graduate division classes; also, workshops / self-contained instruction sessions

Assessing how students would transfer knowledge in a variety of cases, such as:

- SPECIFIC applications of research strategies or tactics
 - Searching as strategic exploration
- How they would change something going forward
 - Research as inquiry
- How they would better organize their research process / results next time (e.g. RefWorks / Zotero, tracking searches, source grid)
 - Information creation as a process?

 Amanda Nichols · 44m

SAMPLE Transfer and Apply - Far-Transfer

Prompt for Transfer and Apply

Now that you've learned about ways to manage your research, share one way you can apply these strategies going forward.

Include concrete information on the steps you'll take to integrate at least one of the resources or tactics mentioned in this session.

3-2-1

Use when you want to measure “understanding, interests or curiosity or confusion, and potential for application” (p. 66).

How to use this assessment strategy:

- Following an activity or instructional session, prompt students to respond with:
 - Three things they learned, either about a general topic or specific idea / strategy / tool
 - Two ways they will apply this learning
 - One question they still have
- Low-tech: paper/pencil; High-tech: online wall (easily shared / discussed in class)
- Assess by verifying that all requested information is present

What to do with the information you collect:

- Draw more general conclusions about a class’s learning, application, and questions
- Follow up with students/the instructor to answer questions / measure application

3-2-1: Examples

Setting: Introductory, intermediate, or advanced researchers; workshop or training session; presentation at a conference

Identifying:

- Learning / application as a result of an activity / class session
 - Research as inquiry
 - Searching as strategic exploration
- Key components about citing / giving credit
 - Information has value
- Understanding the scholarly conversation around a given topic
 - Scholarship as conversation
 - Authority is constructed and contextual

Use these guides as templates in class as a handout or as an online document that students can complete individually / in groups.

List three pieces of information from a resource's record that you can use to additional information.	List two new searches you can craft from the information pulled from a resource's record.	List one question or point of confusion you have, either about mining a record or about creating a new search.
1.	1.	
2.	2.	
3.		

Seeing the Framework
in existing & new
practices



Considering CORA: Monthly video series

Short videos followed by an online discussion forum

- Highlighted how others are addressing the Framework in IL instruction
- Asked librarians to identify what they were already doing and what they could adapt



This project sought to specifically address the Framework while encouraging: critical assessment / reflection, acknowledging others' like experiences, exploring behavior options, and developing plans of action.

Sample video:

Searching as Strategic Exploration

Strategic Searching Spreadsheet
Carolyn Caffrey Gardner
CSU Dominguez Hills

Goals of the assignment:

- Learn the concepts of a strategic search
- Understand that different sources contribute in different ways to developing an argument
- Use citation styles to track and give credit to information sources

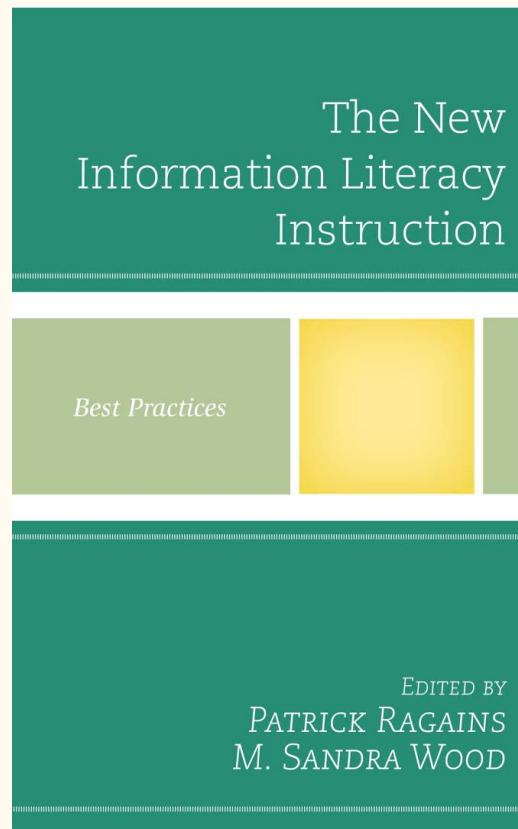
Understanding how other
literacies align with
information literacy

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Brown bag series: Considering other literacies

Semi-regular informal discussion series on other literacies and how they can be addressed in IL instruction

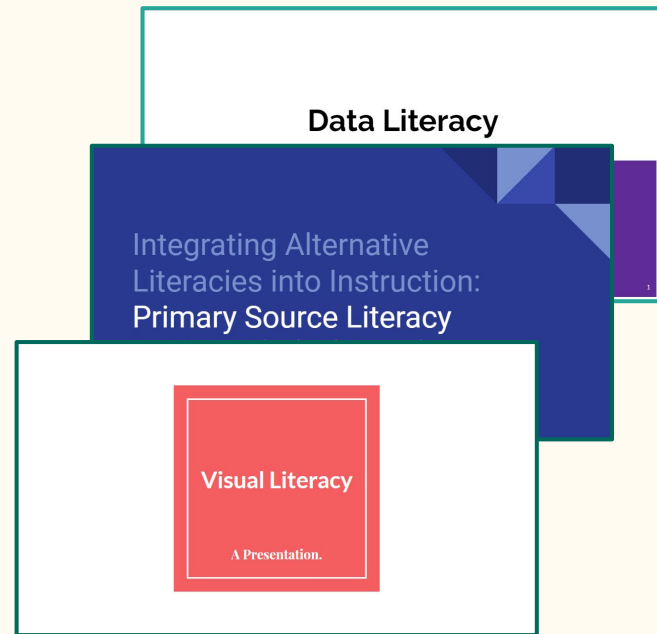
- Used *The New Information Literacy Instruction: Best Practices*, edited by Patrick Ragains and M. Sandra Wood, as a starting point
- Offered others' insights on how other areas of literacy could fit into information literacy instruction (and even which literacies aligned with IL!)



Brown bag series: Considering other literacies

Four sessions, with varying levels of formality / engagement:

- Visual Literacy
- Data (information) Literacy
- Primary Source Literacy
- Metaliteracy (I led this session)



This project sought to specifically address expressed interest in other literacies while encouraging: acknowledging others' like experiences, exploring behavior options, developing plans of action, and trying on new roles.

Sample activities:

Exercise 1



1. Write a caption for the above image. What is the story it is telling you?
 - a. Once you're ready, discuss with your group.
2. Conduct a reverse-image search in Google for the image, and read some of the 'official' descriptions/discussions of the work.
<http://tinyurl.com/zzdxztr>
How are these discussions similar to your caption, or what you 'read' in the image?

Visual literacy exercise

Katie Greer, Fine Arts Librarian

Data Literacy Exercise: Finding Data

- 1) Choose a geography (State, county, city, etc.).

Chosen Geography: ESCANABA, MI

- 2) Using [American Fact Finder](#) find the following data for **your chosen Geography**:

What percentage of veterans live below the poverty level?	
What percentage of people speak only English?	
What percentage of the labor force is unemployed?	
What is the median income for a woman with a graduate degree?	

- 3) Using [Demographics Now](#) find the following data for **your chosen Geography**:

What is the population expected to be in 2021?	
How much will people be paying (average) for Water and Sewage in 2021?	
What percentage of people are vegetarian?	
What percentage of people report owning a garden tractor?	

- 4) Using the FBI's [Uniform Crime Reporting](#) Tool find the following for **your chosen Geography**:

How many larcenies took place in 2012?	
How many cases of aggravated assault were reported in 2010	
How many motor vehicle thefts were there in 2012?	

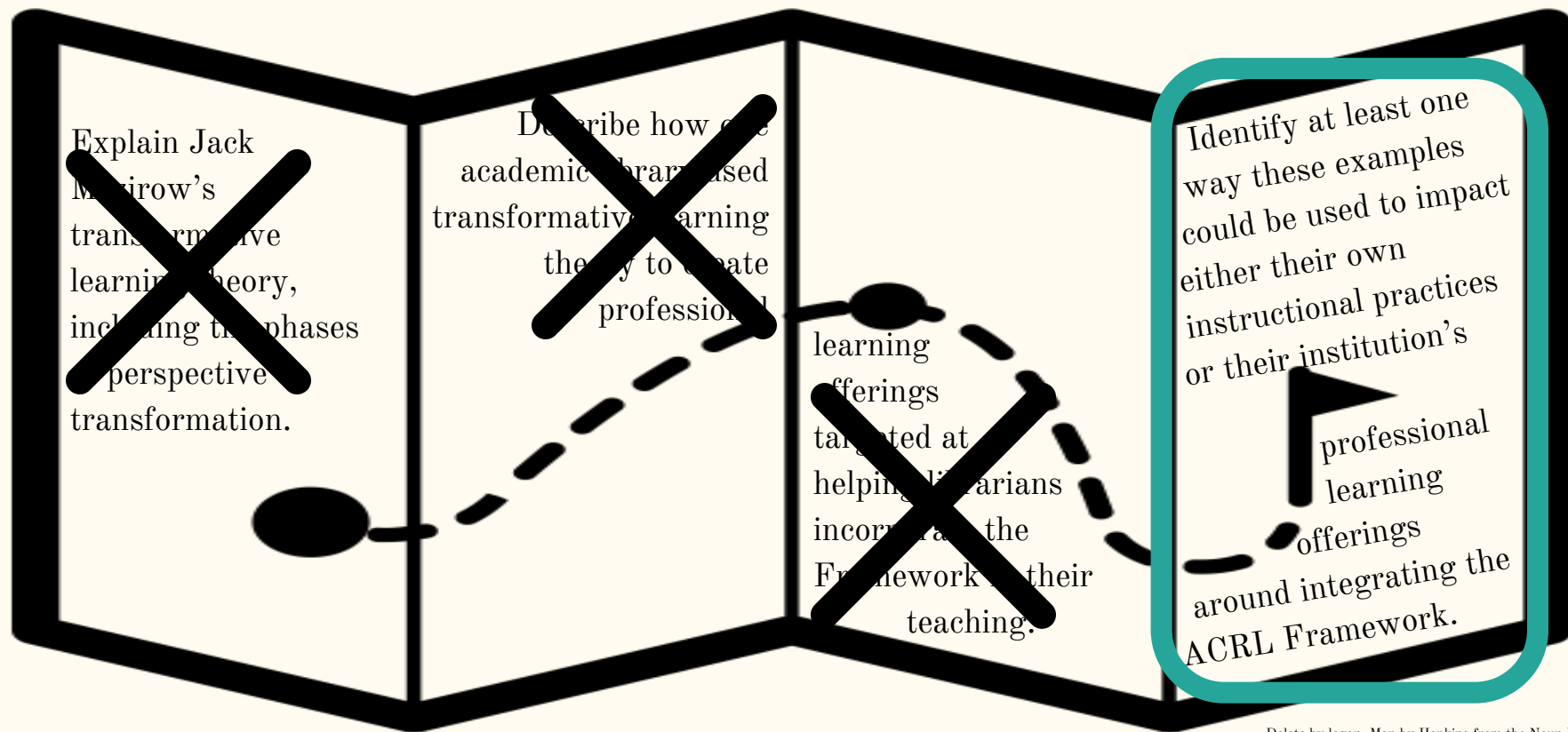
Shawn McCann, Business Librarian
Joanna Thielen, Research Data
Librarian

Data literacy exercise

Takeaways & Applications

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Our planned path...

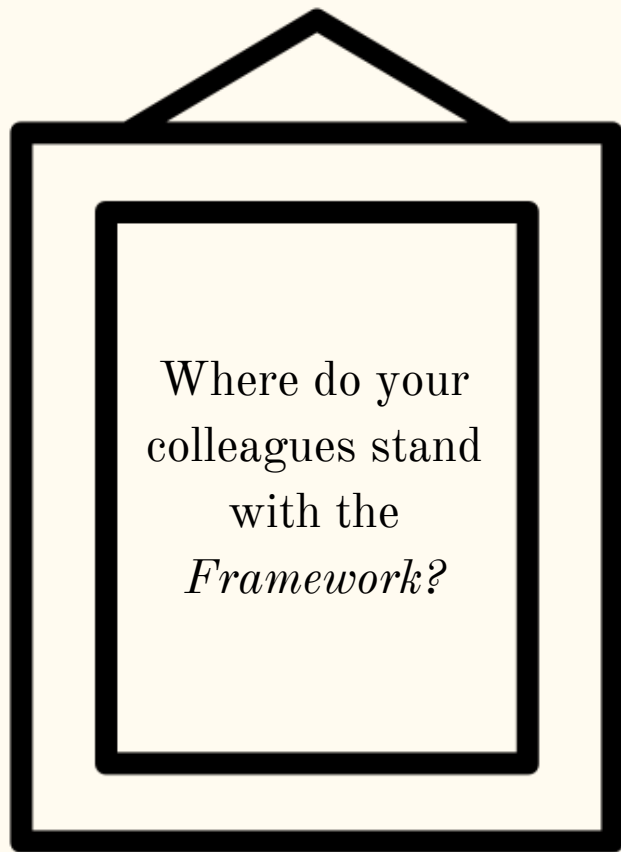


Specific lessons
learned from
these professional
learning
initiatives:

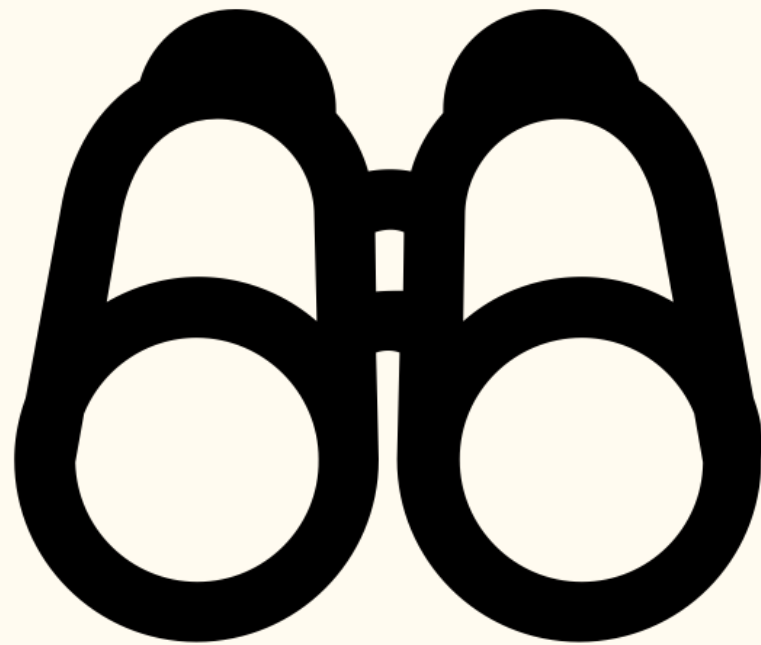
My Key Takeaways:

- ➔ Use existing resources as starting points – don't reinvent the wheel or feel the need to know everything
 - ◆ Literature on best practices in instruction – all phases and parts (e.g. *Classroom Assessment Techniques for Librarians*, *The New Information Literacy Instruction*)
 - ◆ Colleagues with knowledge or experience in certain practices or principles
 - ◆ Information shared by others on how they are dealing with new ideas or instructional needs (i.e., projectcora.org)
- ➔ Aligning professional learning with adult learning theory can lead to clarity and meaning, both for facilitator and participants (hopefully!)
- ➔ Create resources that can be used when individuals reach transformative phases on their own time (not your timing!)

Interpreting these
lessons in your
own practice or
for your own
institution:



&



What kinds of experiences can help them to see perspective transformation?

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