Bees, Butterflies, and Beetles: Using Threshold Concepts and Kits to Maximize Instruction Time

Elana Karshmer and Jacalyn Bryan
Saint Leo University

California Conference on Library Instruction 2015
Overview

- Project Description
- Activity (Designing Kits)
- Q & A
### Biology Boot Camp
- Freshmen majors

### Instruction Request
- Library resources

### Session Parameters
- 30 minutes
- 30 students
SLU 101: Introduction to the University Experience

Video
- Introduction to places in library, catalog, and databases
- Video worksheet

Visit
- Map activity
- Review of video topics
- Library Jeopardy

Activity
- Independent follow-up library worksheet
- Graded assignment
Threshold Concepts

“those ideas in any discipline that are passageways or portals to enlarged understanding or ways of thinking and practicing within that discipline” (ACRL)

- Framework for IL for Higher Education

- Frame: Format as Process
  (Information Creation as a Process)

- Knowledge Practice: identify which formats best meet particular information needs
Learning Outcomes

- Differentiate formats
- Evaluate critically
- Create positive connection
Brainstorming

LABS

EXPERIMENTS

STATIONS

SCIENCE KITS
Biology Kits

Materials:

- Pencil boxes
- Plastic insects
- Labels
- Instructions for:

  Library Catalog (e-book)
  Science Direct (journal article)
  Access Science (encyclopedia)
  [ProQuest] (journal article)
Lesson Plan

- Introduction
- Assigned groups
- Reviewed instructions
- Timed group activity
- Discussion
Biology Boot Camp
Library Activity: Formats/Resources

- Each member of your group will select a colored worksheet from the insect box.

- On your own, follow the instructions to find information on your assigned insect.

- Then, work with your group to answer the questions on the worksheet.

- If time permits, look at the Biology Subject Research Guide.

- Be prepared to share your findings.
Questions to Consider

1. Which resource provided an overview of your insect?

2. Which resource provided the most current, up-to-date information?

3. Which resource provided the most in-depth information on your insect?

4. Which resource had the narrowest focus in terms of information on your insect?
Reflections

**Student Engagement**
- Active learning
- “Fun” factor

**Observations**
- IL experience
- IL aptitude
Future Considerations

- Extend time
- Revise directions
- Implement formal assessment
- Create biology brochure
Create Instruction Kit

Complete handout as indicated

Create a learning aid

Present kit to group
Contact Information


Publication:

Elana Karshmer
Instruction Program and Information Literacy Librarian
elana.karshmer@saintleo.edu

Jacalyn Bryan
Reference and Instructional Services Librarian
jacalyn.bryan@saintleo.edu