

2018 CCLI Conference

Library Instruction by Design: Using Design Thinking to Meet Evolving Needs

Donna Harp Ziegenfuss, Associate Librarian

University of Utah

donna.ziegenfuss@utah.edu

<http://tinyurl.com/CCLI2018> for session PowerPoint, handouts and other links

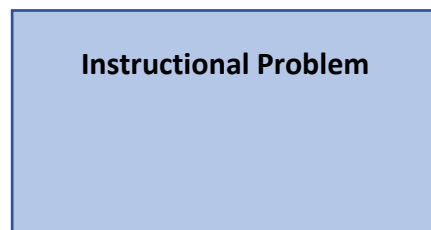
Think-Pair-Share Activity 1: Define a design challenge (or instructional problem) 3 strategies for brainstorming

1. Prompts to help you articulate your instructional problem
 - Why don't my students ...
 - If I were the instructor of record I would want to....
 - How come
 - I would be so excited if students would
2. Backward Design Approach (The Dream Exercise - Fink, 2003, 2013)

Seldom do we have an opportunity to follow our students after they complete library instruction. What would happen if we could sit down and talk with them about their educational experiences. Think about the best possible outcome you could have from your library instruction. What do you want and hope your students will be (dispositions), to have learned (knowledge), or be able to do (skills development)?

 - Dream big!!!

3. Concept Map (can be done on paper, or with a concept map tool)



Think-Pair-Share Activity 2: What type of data would you need to collect about your instructional problem to know how to solve your problem or make a difference?

What are you looking for to measure a change in the instructional problem? What indicates success?

What type of data would you collect?

- Is the problem skills based? Affective or attitudinal? About perceptions? About understanding knowledge or concepts?

- Do you need qualitative textual data (reflections, formative data, opinions) or quantitative data (quiz results, Likert-scale scores, pre/post comparisons)?

How would you collect that data? When?

Think-Pair-Share Activity 3: Wrap Up Reflection

Record a few steps that you could take to get started on using design thinking and design-based research to help uncover what the real problem is and therefore start taking steps forward to address it.

Step 1 - Discover Phase:

Record some ideas for how you might brainstorm ideas about your instructional problem.

Step 2 - Define Phase:

What bodies of research or websites will you explore to better define your problem or solutions to this problem before deciding what approach to take? Think about possible solutions to your instructional problem based on what you read about; did any theory or idea jump out at you?

Collect data and analyze the data look for themes. What instruments or tools will you need to collect information from students (survey, reflection prompt, research journal, CATs)

Step 3 - Develop Phase:

Based on your data and themes or findings – what could you change that you think will make a difference with your problem? Not what can you add, but what can you do differently?

What could you develop (design) differently to try to get at a solution to your instructional problem?

Step 4 - Deliver Phase:

How will you actually deliver this new approach or instructional idea? What needs to change? What does your lesson plan look like? What will your action plan for doing this entail; what will you focus on? How will you collect data to see if this adaption is working? How will you use the data you collect to begin again and build on your first iteration of re-design?