# GOODBYE SCAVENGER HUNT
## HELLO PROBLEM-BASED SCENARIOS

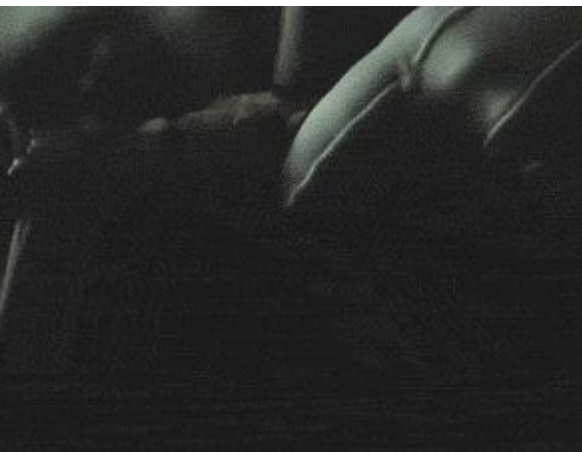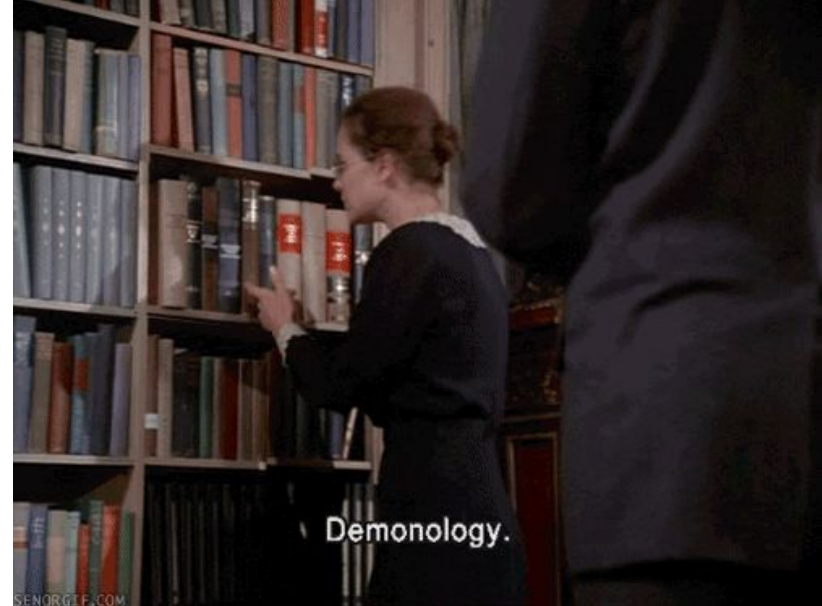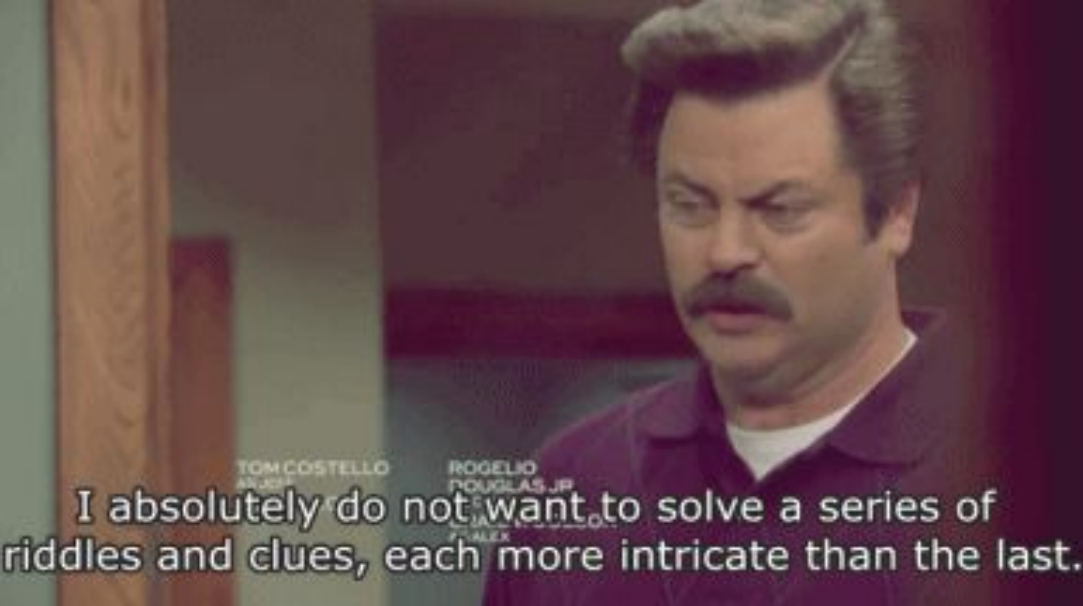Tessa Withorn, CSU Dominguez Hills

CCLI May 3rd, 2019

I absolutely do not want to solve a series of riddles and clues, each more intricate than the last.
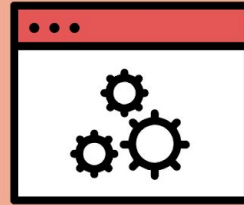
Demonology.

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# WHAT ABOUT PROBLEM-BASED LEARNING (PBL)?

group
directions

scenario
[context]

tools to
explore

teach
others

Check out: Barrows (1996), Kennedy (2008), and Agell & Boss (2016) for uses of PBL in higher education/library instruction.
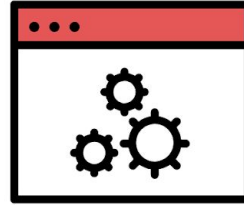
# PBL IS GOOD AT...

self-directed
learning

centered in student
experience

builds problem
solving skills

students = teachers
teachers = guides

Check out: Stevens & Teiman, (2012). "We used problem-based learning in library instruction and came to question its treatment of students."

Gif of Animal Crossing City Folk by jvgsjeff.

# FOCUS ON STRENGTHS

*Instead of:* You've never written a research paper before and you just don't know where to start.

*Try:* You started looking for sources for a research paper using Google, but you're not sure if what you're finding counts as scholarly.

# RELEVANT

~~RELEVANT~~
# RESPONSIVE

~~RELEVANT~~

~~RESPONSIVE~~

SUSTAINING

The term *culturally sustaining* requires that our pedagogies be more than responsive of or relevant to the cultural experiences and practices of young people—it requires that they support young people in sustaining the cultural and linguistic competence of their communities while simultaneously offering access to dominant cultural competence.

[It] seeks to perpetuate and foster—to sustain—linguistic, literate, and cultural pluralism as part of the democratic project of schooling.

Paris, (2012). "Culturally Sustaining Pedagogy: A Needed Change in Stance, Terminology, and Practice."

For scenarios that address differences in culture, race/ethnicity, gender, class, age, ability, etc., ask students to solve problems or make recommendations for others (i.e. friends, classmates) instead of asking them to assume a role in terms of deficit or disparity themselves.

*Example:* You're talking with one of your classmates and they mention they don't have a computer or laptop at home and it's hard to read the online textbook and post to discussion forums for class on their smartphone. You use the library's computer lab after class, but your friend needs to get home to care for their family.

Can you borrow things besides books at the library? What advice can you give them?

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I Adapted This

ASSIGNMENT

## Problem-based Scenarios for Library Instruction

VIEW    EDIT

Submitted by Tessa Withorn on April 15th, 2019

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**Short Description:**

The goal of this activity is to explore spaces, services, and information literacy (IL) concepts through problem-based scenarios, guided discovery, and peer teaching. Ideal for orientations for K-12, undergraduate, transfer, or graduate students, but can also be used for instruction requests with no clear research assignment or at the start of a research project. Students work in groups to find solutions to a scenario using guided directions and tools, and then teach the rest of the class based on their findings. The activity takes approximately 30-45 minutes, including student presentations, depending on class size and complexity of scenarios.

**Attachments:**

📄 Problem-based Scenarios for Library Instruction Lesson Plan.docx                    23.76 KB

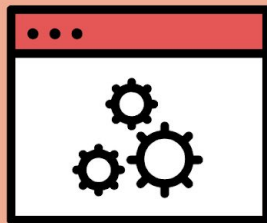📄 Problem Based Scenario Worksheet Template.docx                    26.62 KB

**Relevant links:**

View / Add More Problem-based Scenarios for Library Instruction [Collaborative Google Doc]

WHO DO YOUR STUDENTS NEED TO SEE?

# BIT.LY/PBL-LIB-INSTRUCTION

1. Who is your community?
2. Scenario
3. Guided Directions
4. So What? Question

First-year / Undergraduate
Transfer
Graduate
K-12
#FirstGeneration
#Multilingual

# References

Angell, K., & Boss, K. (2016). Adapting the amazing library race: Using problem-based learning in library orientations. *College & Undergraduate Libraries*, *23*(1), 44-55.

Barrows, H. (1996). Problem-based learning in medicine and beyond: A brief overview. *New Directions for Teaching and Learning*, *68*, 3-12. https://doi.org/10.1002/tl.37219966804

Paris, D. (2012). Culturally sustaining pedagogy: A needed change in stance, terminology, and practice. *Educational Researcher*, 41(3), 93–97. https://doi.org/10.3102/0013189X12441244

Kenney, B. F. (2008). Revitalizing the one-shot instruction session using problem-based learning. *Reference & User Services Quarterly*, *47*(4), 386-391.

Stevens, E., & Teiman, A. (2017, August 9). We used problem-based learning in library instruction and came to question its treatment of students. *In the Library with the Lead Pipe*. http://www.inthelibrarywiththeleadpipe.org/2017/we-used-problem-based-learning-in-library-instruction-and-came-to-question-its-treatment-of-students/