

THEORY TO PRACTICE

Insights into faculty learning

from the Mellon Library/Faculty Fellowship
for Undergraduate Research



Pat Davitt Maughan
University of California @ Berkeley

CONTEXT



- Mellon Library/Faculty Fellowship
 - 4 year, grant funded
 - transform undergraduate education
 - embedding research-based learning approaches
 - into an array of large enrollment, lower division courses & courses required for the major
 - through the re-design of syllabi & assignments
 - resulting in the development of IL skills in students
 - (and indirectly, the IL skills of GSIs and faculty)



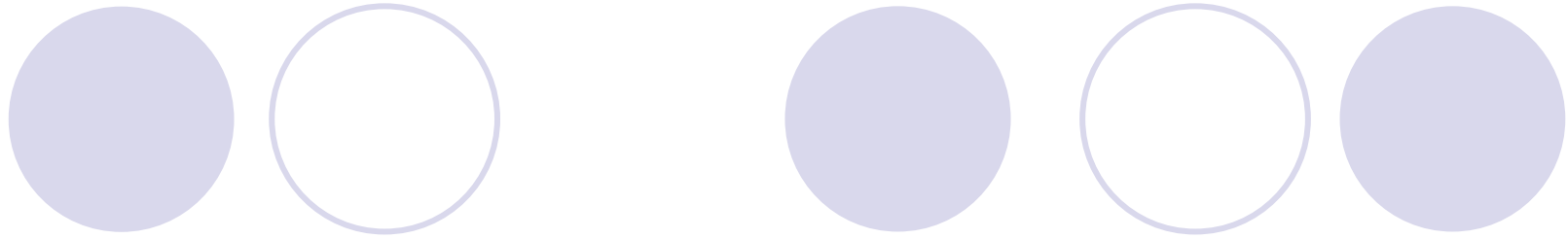
CONTEXT

- Mellon Library/Faculty Fellowship for Undergraduate Research
 - 1st - designed a competitive fellowship
 - required chosen faculty to attend a 2 week Summer Institute
 - IL was but one of many topics covered

CONTEXT

- Mellon Library/Faculty Fellowship
 - built a campus wide collaboration
 - faculty | librarians | academic support units
 - promoting integration of Information Literacy into curriculum
 - library was re-conceived as a center for learning expertise
 - created opportunities for academic support units to work together in teams

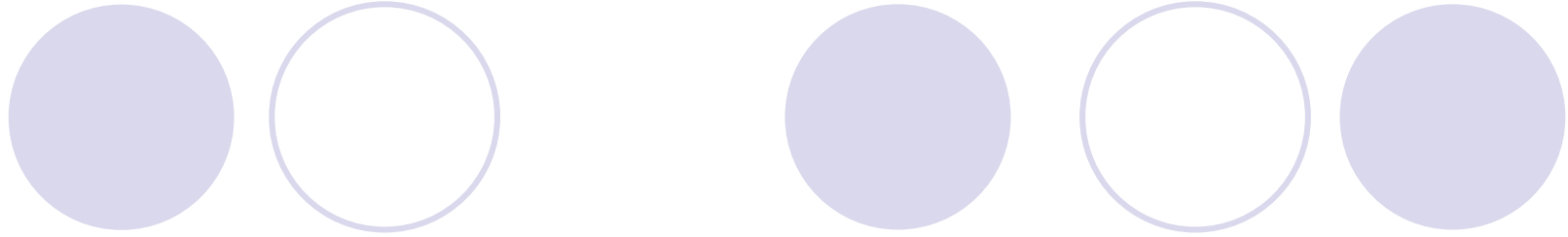




MELLON FACULTY DATA

- pre-Institute survey
- formative data | mid-Institute survey
- summative data | post-Institute data

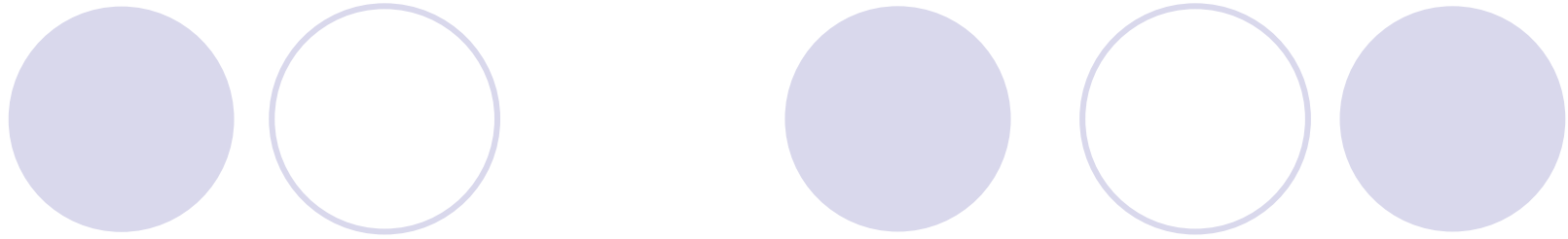




WHAT YOU KNOW

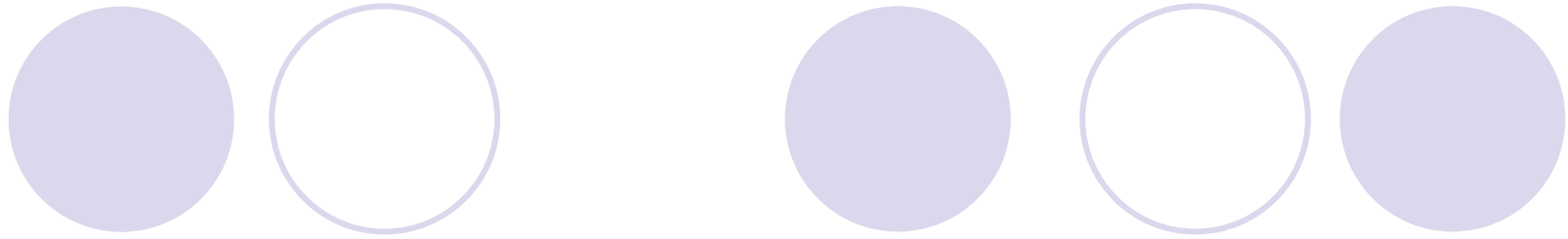
- pair with your neighbor
- briefly introduce yourselves
- answer this:

From your experience, what is 1 thing you know about adult learners?



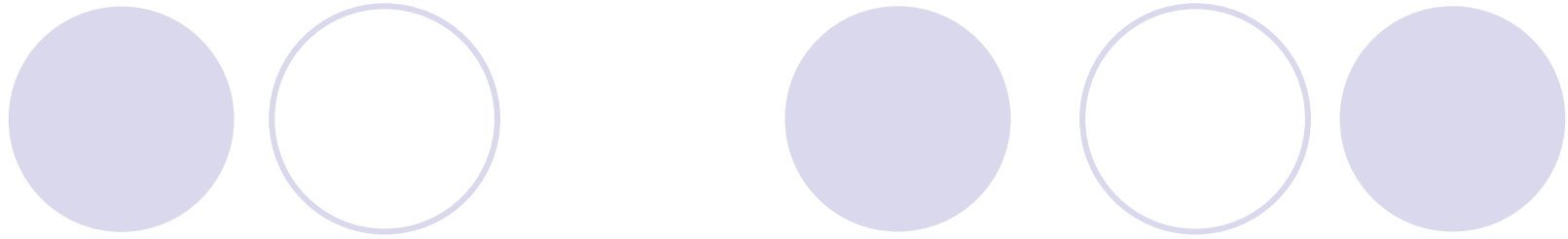
WHAT WE LEARNED | wants & likes

- mid-Institute Q | Want more of?
 - questioning about what we already know & what we want to know
 - pairs | small group | large group discussion
 - collective brainstorming
 - practical experiences: theory → concrete



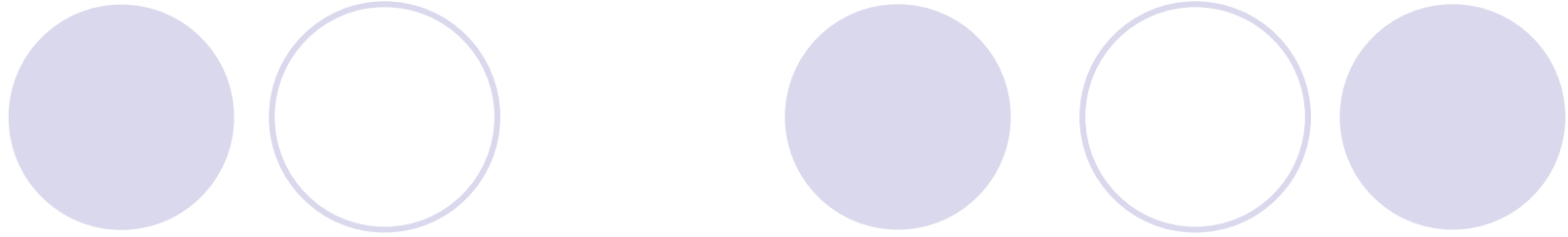
WHAT WE LEARNED | wants & likes

- mid-Institute Q | Want more of?
 - interactive | hands-on activities
 - time to work on individual syllabi & assignments
 - individualized feedback | peers, facilitators, i-teams



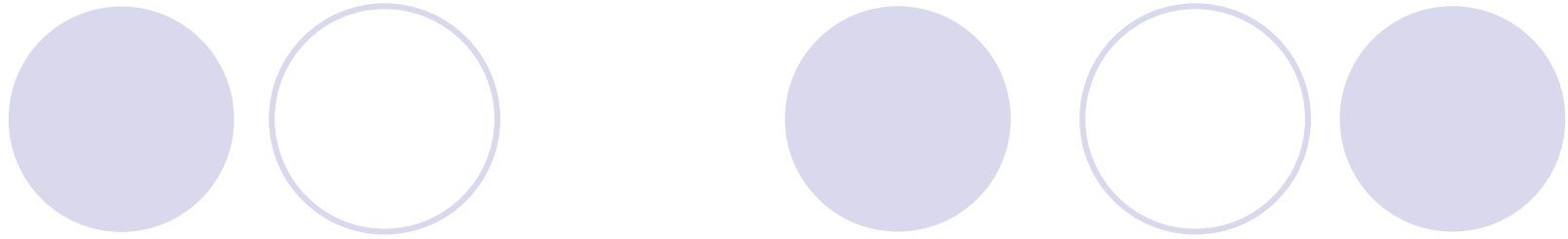
WHAT WE LEARNED | wants & likes

- characteristics | top rated Institute sessions
 - observational
 - viewing films | observing student focus group discussion
 - practical
 - peer presentations | practical examples
 - customized to individual needs
 - one-on-one feedback (Assignment Incubator exercise)
 - working with library partners and i-Teams



WHAT WE LEARNED | wants & likes

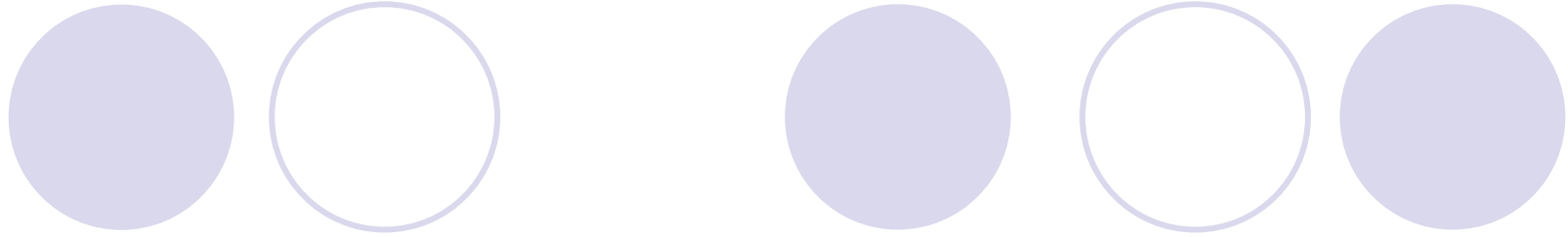
- post-Institute Q | Most valuable aspects of the Institute?
 - learning from peers
 - questions & insights from colleagues from different disciplines
 - interaction with facilitators, library partners, i-teams
 - cross campus community



WHAT WE LEARNED | wants & likes

- post-Institute Q | Most valuable aspects of the Institute? < ... continued >
 - hands-on practice | focusing on the concrete
 - concrete activities & concrete feedback
 - individualized feedback
 - peers, facilitators, i-teams





WHAT WE LEARNED | wants & likes

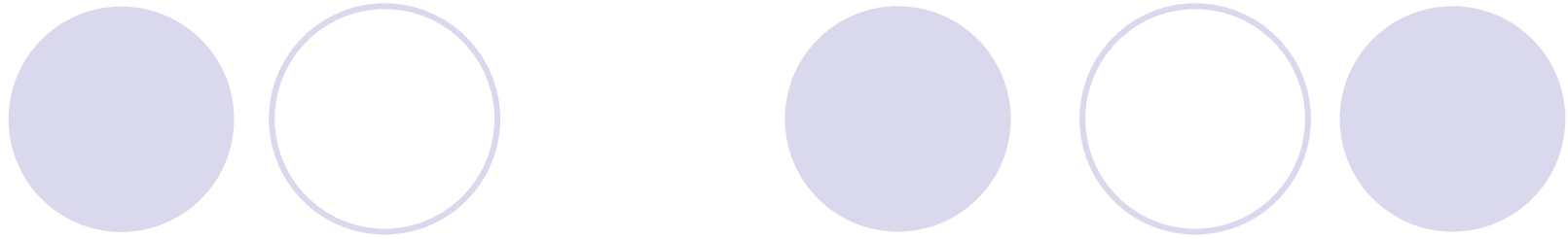
- post-Institute Q | Most valuable aspects of the Institute? < ... continued >
 - time to reflect & to focus thinking
 - experiencing research from a student's perspective



FACULTY QUOTES



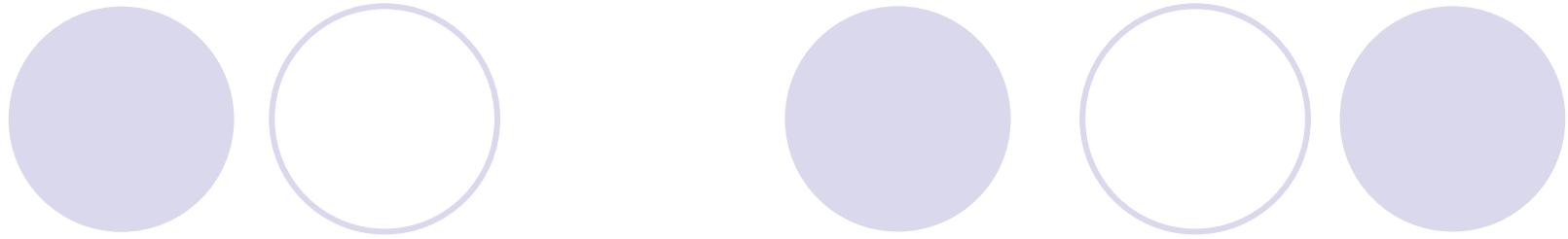
- “ ... something that can be directly applied ... ”
- “ ... to see the details in concrete was extremely useful ... ”



WHAT YOU KNOW

- pair with a different neighbor
- briefly introduce yourselves
- now answer this:

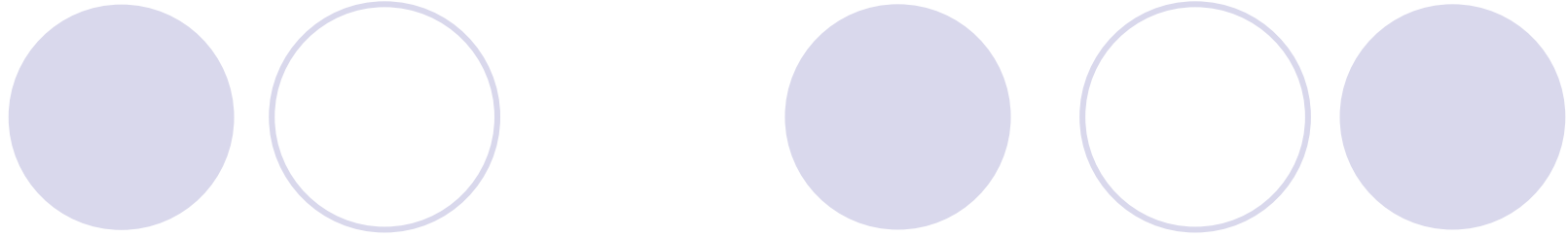
From your experience, what is 1 thing adult learners dislike?



WHAT WE LEARNED | dislikes

- mid-Institute Q | Want less of ?
 - theoretical abstractions
 - generalizations
 - Powerpoint “lessons”
 - “anything that felt like a lecture”
 - statistics | saturation with facts
 - hastily run through discussions





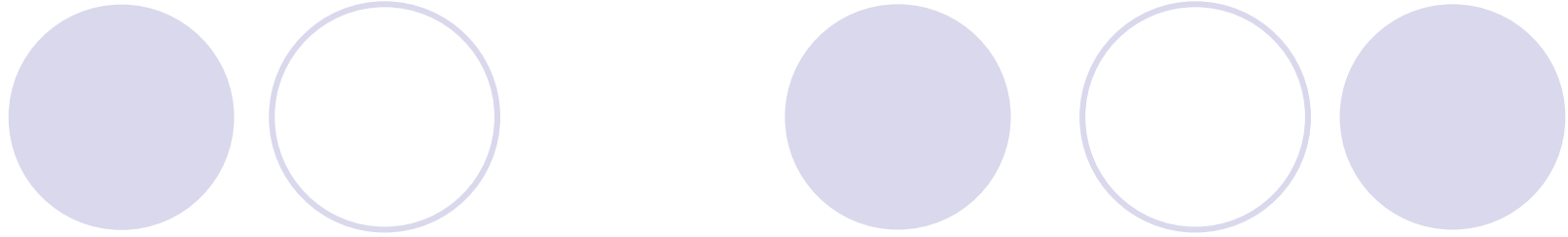
WHAT WE LEARNED | dislikes

- characteristics | bottom rated Institute sessions
 - tangential
 - topics that were viewed as marginally connected
 - passive
 - lecture format
 - assessment related
 - modeling good practice rather than lecture/discussion ?



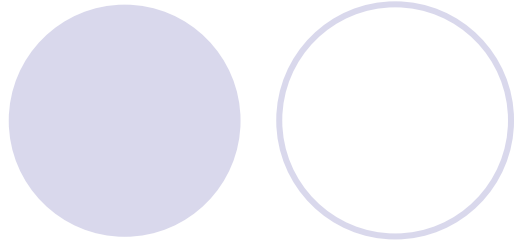
WHAT WE LEARNED | dislikes

- post-Institute Q | Least valuable aspects of the Institute ?
 - ‘ed speak’ | jargon
 - beware of using “literacy,” “learning outcomes,” “performance standards,” “information landscape,” etc. ...
 - standards & taxonomies
 - lack of context for the exercises



WHAT WE LEARNED | dislikes

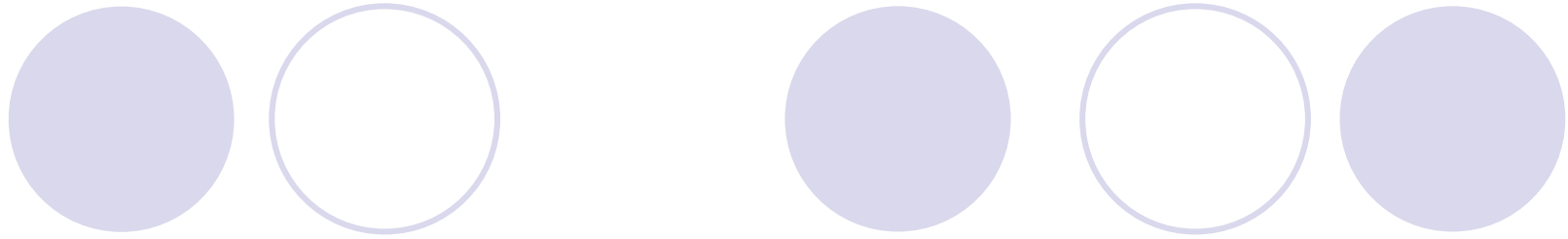
- post-Institute Q | Least valuable aspects of the Institute ? < ... continued >
 - homework
 - exercises that seemed formulaic
 - filling in worksheets
 - “the big cookie that comes in our lunch box”



FACULTY QUOTES

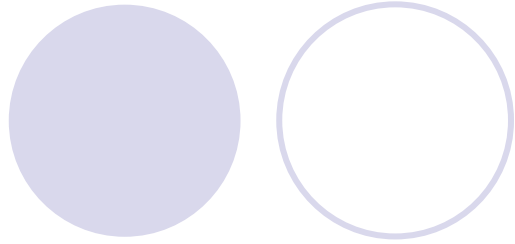


- “Ask us sooner to think and talk about how this applies to us.”
- “[Don’t cover] things that seem abstract and hard to apply in specific situations.”



WHAT DOES THIS SUGGEST?

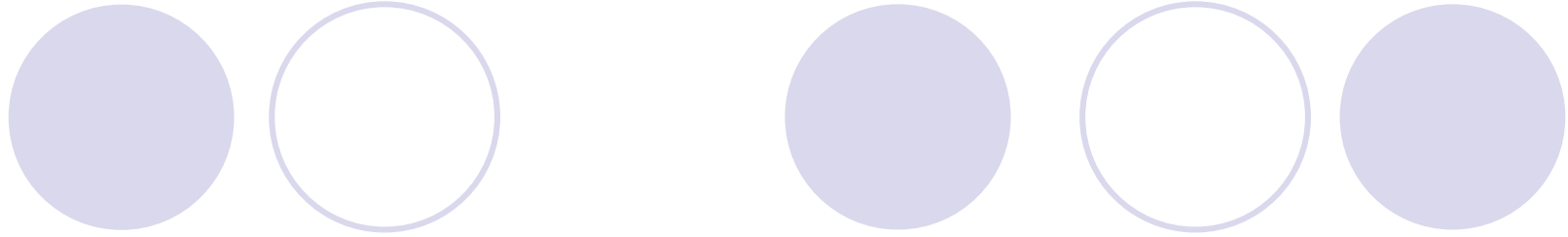
- think about this data on faculty learners
- now think about an IL session/course you currently teach or are planning to teach
- what is one way you might modify your plans to meet the needs/preferences of advanced, adult learners ?
- Write your idea down



FURTHER INFORMATION

- Mellon Library/Faculty Fellowship for Undergraduate Research

www.lib.berkeley.edu/mellon



CONTACT INFORMATION

- Pat Davitt Maughan
Project Manager
Mellon Library/Faculty Fellowship for
Undergraduate Research
University of California, Berkeley

pmaughan@library.berkeley.edu

