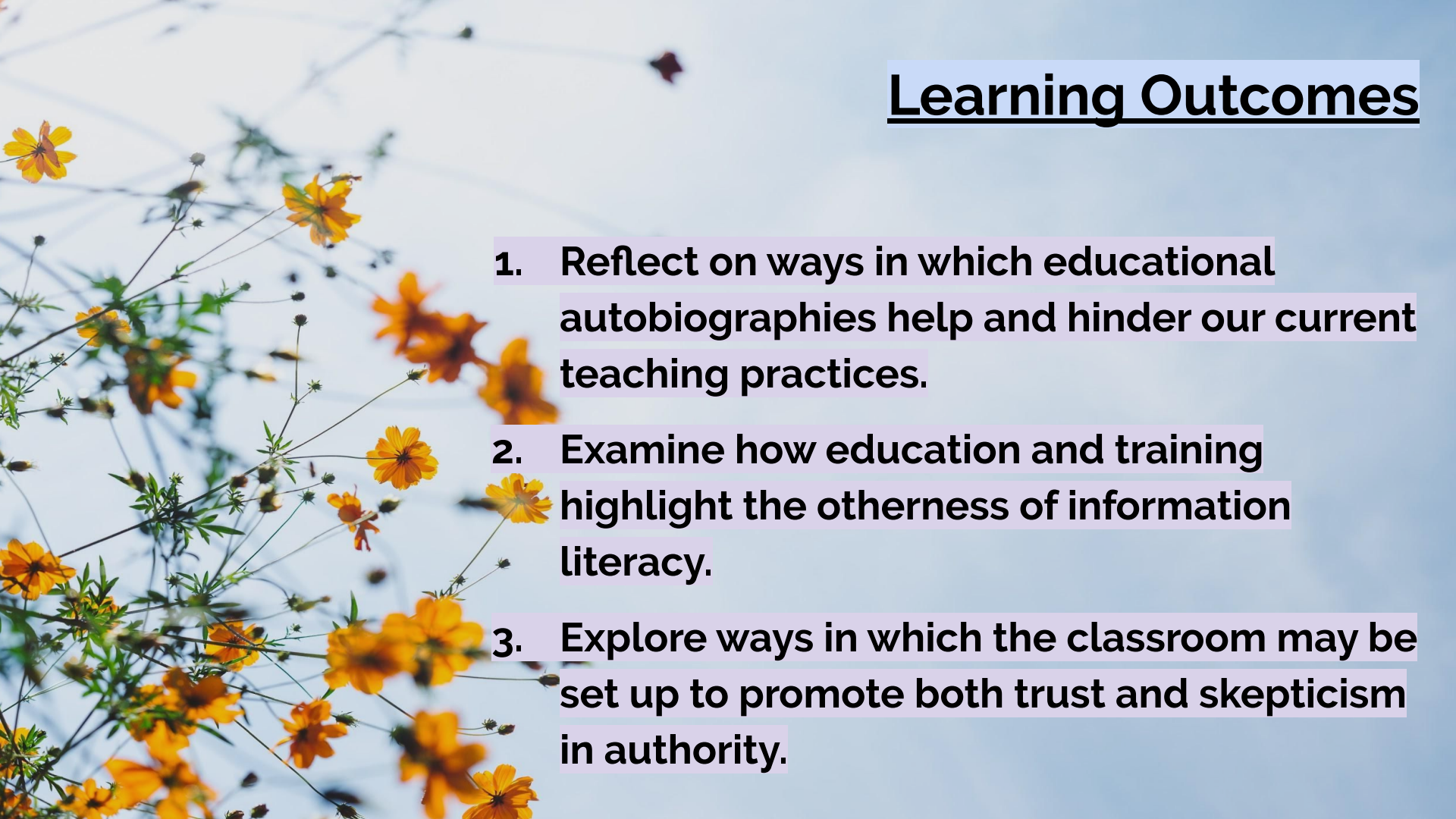


Promoting Inner Peace with Information Literacy Instruction



Janna Mattson, George Mason University | Maoria J. Kirker, George Mason University
Mary K. Oberlies, William & Mary | Jason Byrd, Adelphi University

A background image of yellow cosmos flowers with dark centers, set against a clear blue sky. The flowers are in various stages of bloom and are scattered across the frame, with some in sharp focus and others blurred.

Learning Outcomes

1. Reflect on ways in which educational autobiographies help and hinder our current teaching practices.
2. Examine how education and training highlight the otherness of information literacy.
3. Explore ways in which the classroom may be set up to promote both trust and skepticism in authority.

Themes from Interview Study

There is a tension between librarian and instructor expectations and a bias toward librarian's learning style(s).

Reflection is central to learning and teaching practices.

The goal of information literacy instruction is lifelong learning.

No formal training in IL instruction, we learn to teach by experience.

Activities and discussion are essential to learning (provide context & practice).

There is a complicated relationship between authority and expertise, and relationships with peers.



Think

...

Describe your best and worst information literacy class.

What tools or strategies did you have (or not) at your disposal during these sessions?

Share*

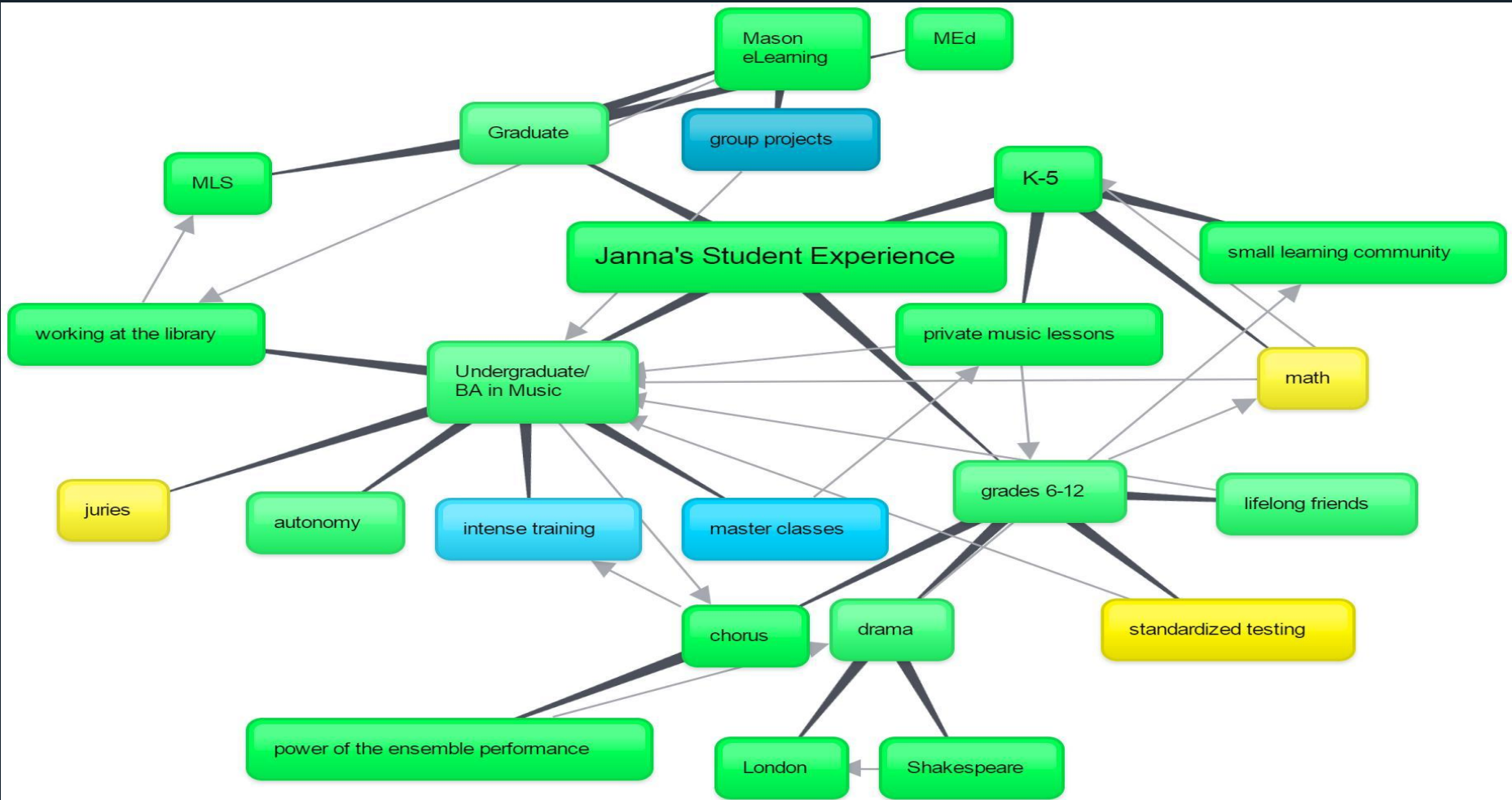
*Please use microphone



Educational Autobiographies

“The ways that prospective teachers understand and experience power throughout teacher education shape their acceptance or rejection of the status quo. Similarly, teacher education's conception of knowledge can promote a view of the teacher as either technician or intellectual, and the extent to which values are rendered explicit can either inhibit or encourage a more critical pedagogy.”

Deborah P. Britzman
Harvard Educational Review, December 1986



Reflection

Describe your best learning experience.

What made it successful?

How Can We Use Educational Autobiographies?



- 1. Help unpack biases in teaching practices**
- 2. Identify skills and gaps**
- 3. Lead to creation of a teaching philosophy statement**

Approaches to Teaching Inventory



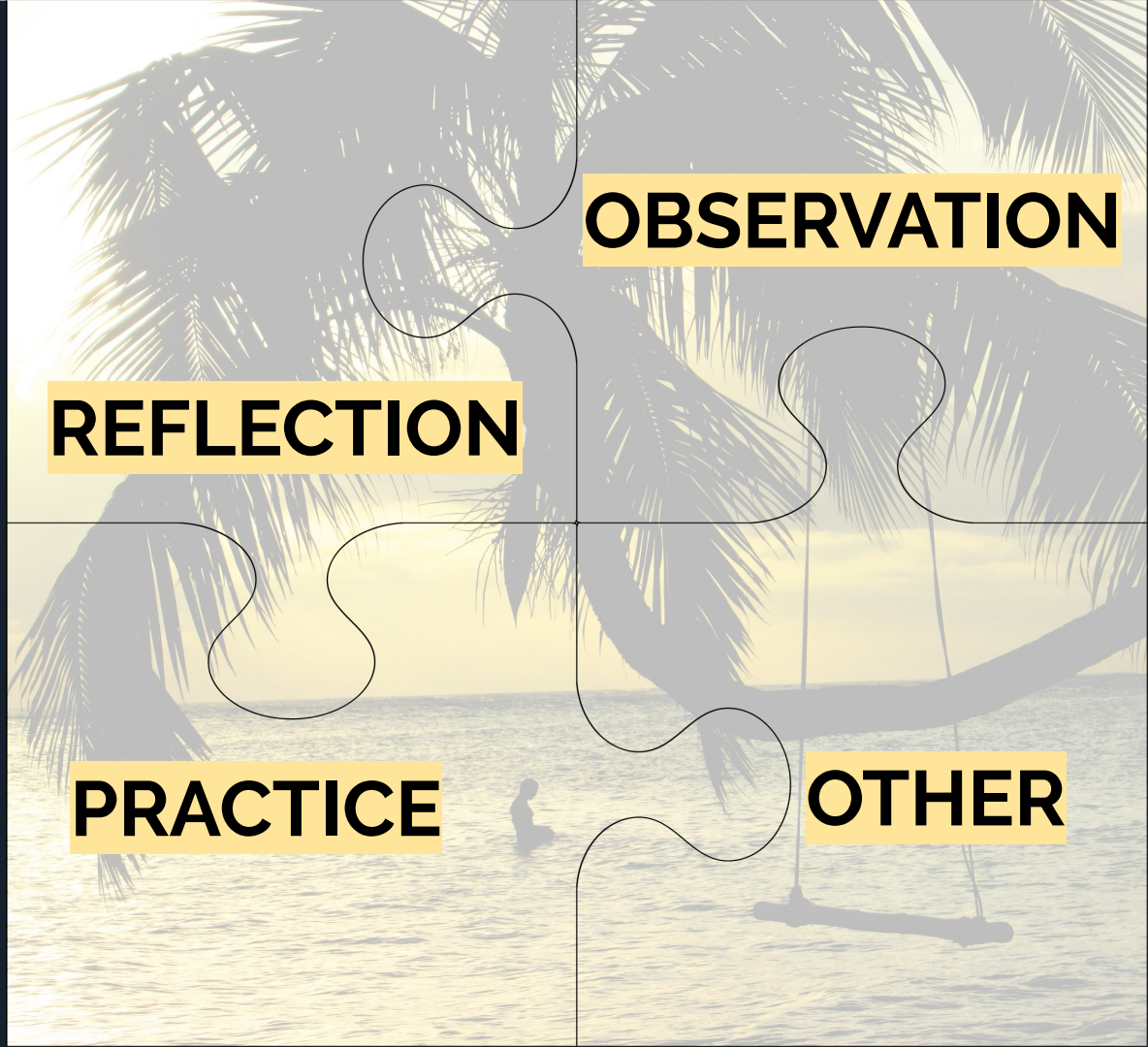
- 1. How do you think students learn?**
- 2. What do you do in the classroom that reflects that?**

Key Findings from ATI

- **Percentage of teaching in role:**
 - **Positively correlated with importance of teaching to librarian identity**
 - **Positively correlated with student focused scores**
- **No statistically significant relationship between:**
 - **Teacher focused scores & student focused scores**
 - **Years teaching & any calculated ATI score**
- **Snapshot in time**

n=283	Average	Range
Teacher Focused Total	21.5	10-39
Student Focused Total	29.3	10-40
Score Difference	7.8	-15-24

Teaching
is a
Puzzle.



OBSERVATION

REFLECTION

PRACTICE

OTHER

Questions?

