

K.T.L. Vaughan  
INLS 214 – Portfolio  
October 16, 2000

## Critique of Published Lesson Plan

Robert J. Lackie (January 2000). “Teaching Internet Library Instruction Sessions in the Electronic Classroom: The Adult Learner, the Internet, and Training Skills & Teaching Styles.” Rider University, NJ.

Robert J. Lackie’s lesson plan is for three two-hour classes designed to teach academic librarians how to teach Internet skills to adults through the “Electronic Classroom”, apparently a training center at Rider University, where Lackie is an Instructor-Librarian. Unfortunately, Lackie’s lesson plan takes almost as long to read as it would to teach the class. He seems to have created the plan by using a template that requires repetition of sections and multiple redundancies of information every few pages. While the plan is very well thought-out, and contains a lot of very good and useful information, it could stand some pruning and reorganization.

Several sections in the plan reproduce verbatim other sections. For example, the single-paragraph Description is also the third paragraph of the Rationale for Training plus the last sentence of the latter section. The Objectives are repeated nearly exactly three times in the plan; first, grouped by type of objective, then in priority order, and last in priority order and annotated with evaluatory guidelines. In addition, each Training Session has the specific objectives for that session noted. Just eliminating two of the three objectives sections and moving the “Evaluation of Training ILOs [Instructional Learning Objectives] in Priority Order” to the beginning of the document would cut roughly 20% of the plan. There is also a section on Objectives for the Training Instructor, which approximately parallels the course Goals. These sections could probably also be combined to save space and confusion.

The Objectives themselves suffer major problems. Most of them do not have criteria for fulfillment, and the only condition given is “By the end of training”. These objectives are very vague, and could be difficult to attain. I have reworded them in the attached revised plan. On the positive side, Lackie has obviously taken time to create knowledge, attitude, and skills objectives. He calls these Cognitive Understandings, Affective Understandings, and Cognitive Skills, respectively. Recognizing that attitude is perhaps the most important, and most difficult,

aspect to influence, Lackie places these objectives first in his priority order. However, the attitude objectives are also the weakest, mostly because of weak verbs.

Lackie has most of the standard lesson plan components mentioned in Lawson. In particular, the Program Overview pieces are well represented. However, the Instructional Guide is not so complete. For instance, while Lackie describes each activity to be completed in each session, he does not indicate the time frame of each. It would be very helpful to have this information, especially as two hours is a long time for which to budget, especially for librarians borrowing this plan for the first time.

This is not to indicate that the Instructional Guide is, on the whole, poorly structured. The Content Outline, in particular, is very helpful. It breaks down the three primary teaching subjects (training adult students, the internet, and internet library instruction) as main points, with the subfields to be covered as subpoints below each of the three. It would be easy to teach each class to cover the ideas in each main point. The Training Session sections are also well done (with the exception of the timing issue mentioned above): they have Instructional Foci, Objectives, and Strategies/Procedures for each session. This could be very useful for the instructor teaching this course for the first time.

On the whole, this is a plan I could use for a class training adult learners to use the Internet. This plan could also be adapted for younger learners, and for use by public or special librarians. Some adaptations will serve to make the plan even stronger by cutting out repetitive material and strengthening the learning objectives.

**Appendix A: Teaching Internet Library Instruction Sessions in the Electronic Classroom:  
The Adult Learner, the Internet, and Training Skills & Teaching Styles  
An AskERIC Lesson Plan**

Submitted by: Robert J. Lackie, Instructor-Librarian & Faculty-in-Residence

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Date: Jan. 20th, 2000

**Grade Level:** Higher education, Vocational education, Adult/continuing education

**Subject(s):**

- Educational Technology
- Vocational Education

**Duration:** Three 2-hour sessions

**Description:** This workshop is designed to address the needs of all professional librarians who will be expected to conduct library instructions in an electronic environment, whether or not they now regularly conduct library instruction sessions. Because most public services librarians perform reference duties and have acquired basic skills through completion of their graduate programs, the educational and experiential foundations have already been laid for this training. However, training addressing the concept of training adults in an electronic environment—especially on topics such as the Internet—is not offered often enough. That is what this training will deal with: considering the adult learners and understanding pertinent aspects of training these learners in the Internet or computer environment. By the end of this training, participants will have gained knowledge and skills leading to more productive library instruction dedicated to better serving the students' needs.

**Goals:**

**Central Question for Training**

What should you as a librarian know about adult students, the Internet, and training skills & teaching styles before you plan for and conduct an Internet library instruction session in an electronic classroom (EC)?

**Answer and Goals for Training**

1. Librarians should learn about the concept of training adult students.
2. Librarians should learn about the Internet and the challenges of teaching it to adult students.
3. Librarians should learn some specific training skills & teaching styles used for delivering a successful Internet library instruction session to adult students in an electronic classroom.

**Objective(s):** By the end of training, participants will be able to demonstrate the following understandings & skills:

*Cognitive Understandings (CU)*

- Identify characteristics of adult learners
- Describe principles to follow in helping adults learn
- Describe categories and types of computer learners
- Review basic facilitation skills and their application in the EC
- Describe unique characteristics of the Internet and Internet training

*Affective Understandings (AU)*

- Appreciate the value of using basic facilitation skills
- Better relate to categories and types of computer learners
- Feel more confident about preparing for an Internet instruction in the EC

*Cognitive Skills (CS)*

- Demonstrate a teaching style used for Internet computer instruction
- Demonstrate basic facilitation skills

**Materials/Resources:**

- Ittner, Penny L., and Alex F. Douds. *Train-the-Trainer: Practical Skills that Work*. 2nd ed. Amherst, MA: HRD Press, 1997. (one copy per participant)
- Content Outline—see “Content Outline: Internet Library Instruction in the Electronic Classroom” below
- One computer with Internet access for each training participant with a maximum of two participants per computer
- One computer for instructor with Internet access and MS PowerPoint software installed
- Electronic Classroom equipped with data/video projector and overhead screen
- PowerPoint presentation on Adult Learners, the Internet, and Electronic Classrooms with copies of slides for each participant (taken from Course Outline)
- PowerPoint presentation on transparency with overhead projector for back up
- End-of-Training Evaluation Form. (if instructor requires one)

**Procedure:** See Teaching Strategies/Procedures under each of the three training sessions below

**Assessment:** See Objectives for Training Instructor and, especially, Evaluation of Training ILOs in Priority Order with Evidence following each objective

**Useful Resources:**

- Brottman, May, and Mary Loe, eds. *The LIRT Library Instruction Handbook*. Englewood, CO: Libraries Unlimited, 1990.
- Greenfield, Louise, et al. “A Model for Teaching the Internet: Preparation and Practice.” *Computers in Libraries* 16.3 (Mar. 1996): 22-25.
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- List, Carla. “Sanctifying the Internet.” *American Libraries* 26.10 (Nov. 1995): 1021-22.
- Page, Mary, and Martin Kesselman. “Teaching the Internet: Challenges and Opportunities.” *Research Strategies* 12.3 (Sum. 1994): 157-67.
- Shill, Harold B. “Bibliographic Instruction: Planning for the Electronic Information Environment.” *College & Research Libraries* 48.5 (Sept. 1987): 433-53.
- *Standards for College Libraries*. 1995 ed. Association of College and Research Libraries. Internet. 11 Apr. 1998.

**Introduction:**

by Robert J. Lackie, Instructor-Librarian, Rider University, Lawrenceville, New Jersey

**Library Instruction Program Philosophy Statement:**

Any college or university's library instruction program's objective should be to support the teaching-learning process by providing a program of instruction in the use of library resources and services. This program should be designed to enable students to become independent information users, and it should emphasize research processes, as well as specific tools. In many cases, library instruction takes place in collaboration with classroom faculty and provides learning experiences that are course-integrated and assignment-specific, but whether working with single students or whole classes, librarians should seek to respond to the individual learning styles of our increasingly diverse academic community.

In the end, I believe that it is this instruction program which most strongly supports the fundamental responsibility of a university library "to provide instruction in the most effective and efficient use of its materials" (Standards, 14) and allows the library to effectively fulfill its unique roles--necessary elements to help accomplish the mission of the college or university it supports.

**Rationale for Training:**

Because library instruction is an essential element of the teaching-learning process, we need to continue to provide this instruction in an effective and efficient manner, especially with the increasingly available information technology. One effective tool we can use to accomplish this is the electronic classroom (EC). Since a great deal of our highly used resources are electronic databases, this EC can serve our immediate and future instruction needs very well. However, with the incorporation of an EC into a library instruction program, the need for more librarians to provide instruction sessions in it, especially Internet sessions, will increase.

Many in librarianship are excited about the EC; however, most have not taught any library instruction sessions in a fully equipped EC before. Staff development training, especially regarding frequently requested library instruction sessions such as the Internet instruction sessions, will continue to be requested, and this will more than likely increase with time. Because of the increased diverse adult student population and the changes in technology, new staff development training needs to be offered.

This workshop is designed to address the needs of all professional librarians who will be expected to conduct library instructions in an electronic environment, whether or not they now regularly conduct library instruction sessions. Because most public services librarians perform reference duties and have acquired basic skills through completion of their graduate programs, the educational and experiential foundations have already been laid for this training. However, training addressing the concept of training adults in an electronic environment—especially on topics such as the Internet—is not offered often enough. That is what this training will deal with: considering the adult learners and understanding pertinent aspects of training these learners in the Internet or computer environment.

This training focuses on the effectiveness of Internet library instruction and the methods used to achieve specified ends or purposes, which is highly evident in technological and academic subject approaches to education. The role of the training instructor is that of a director

who is mostly in control of the knowledge that will be imparted. A large aim of this introductory training is to develop more rational thinking in the minds of the participants so that they will tackle the project of teaching the Internet to adult learners more easily in the future. Traditional learning activities involving transmission will be used; however, the material is not concentrated around a particular core academic subject.

The curricular function that this training serves is a specialized function since it is comprised of subject matter that further educates the participants on a primary job task—that of providing library instruction sessions to adult students on a variety of topics, including the Internet, in the electronic classroom environment. This training promotes curriculum synthesis because it draws upon information from the fields of education, instructional technology, psychology, and sociology.

Using the Internet as one of the foci for the training cuts across all disciplines because it can be taught and used in all subject areas. In addition, teaching about specific training skills and teaching styles in an electronic classroom, as well as instructing participants on the concept of the adult learner in a computer environment, prepares the instructor to better relate to and address the personal and social concerns of the adult student learners before, during, and after the library instruction session.

All three training sessions focus on the participant (learner), specific knowledge, and the society. It was by addressing the individual learner's unique interests, abilities, and needs that this training was organized and created to help them better prepare and feel more confident in the instruction tasks ahead. The topic of providing Internet library instruction to adult students in the EC is of particular interest to librarians today since it is a fact that they will be expected to know the "what," "why," and "how" associated with conducting these sessions. Societal values are addressed by this staff development training because it gives the librarians the opportunity to better supply students with knowledge and skills they will need to function successfully as a student and a member of society. By the end of this training, participants will have gained knowledge and skills leading to more productive library instruction dedicated to better serving the students' needs.

### **Content Outline--Internet Library Instruction in the Electronic Classroom:**

- I. Training Adult Students
  - A. Characteristics of Adult Students
    1. Impatient or Urgent
    2. Definite Needs and Goals
    3. Need Quick Success
    4. Have Experience to Share
    5. Fearful of Embarrassment
    6. Easily Frustrated
  - B. Adult Learning Principles
    1. Focus on "Real World" Problems
    2. Emphasize How Learning can be Applied
    3. Relate Learning to Goals of Learner
    4. Relate Materials to Past Experiences of Learner
    5. Allow Debate and Challenge of Ideas
    6. Listen to and Respect Opinions of Learners
    7. Encourage Learners to be Resources

8. Treat Learners as Adults
- C. Categories of Adult Computer Learners
  1. Procedural/Less Experienced or Older Student
    - a. Need Specific Procedures
    - b. Depend on Memorized Material
  2. Navigational/More Experienced or Younger Student
    - a. Comfortable Experimenting
    - b. Rely on Online Help
- D. Types of Adult Computer Learners
  1. Reflective
    - a. Subjective Learners
    - b. Active Participants
  2. Conceptual
    - a. Take Prolific Notes--Details
    - b. Want Whole Picture
  3. Practical
    - a. Look for Shortcuts
    - b. Look for Ways to Transfer to Job
  4. Creative
    - a. Love to Play/Experiment/Practice (Unguided)
    - b. Have Difficulty with Established Learning Structure

## II. The Internet

- A. General Information
  1. Growth
  2. Great Finds
  3. Problems
  4. Future
- B. Characteristics of Internet
  1. Huge
  2. Unorganized
  3. No Authority
  4. Poor Indexing
  5. Endless Resources
  6. Fun
- C. Expectations of Internet
  1. Learners (Students)
    - a. Easy (Point & Click)
    - b. Self-Explanatory
    - c. Evil Pornographic Cesspool
    - d. More Information than a Million Libraries
    - e. You can find Anything
  2. Instructors (Librarians)
    - a. Difficult
    - b. Overwhelming
    - c. Ever-Changing
    - d. Valuable Resource

- e. Not Always Appropriate for Task
- III. Internet Library Instruction Session in the Electronic Classroom
  - A. The Electronic Classroom (EC)
    - 1. What is it?
    - 2. Types of ECs
    - 3. Pedagogy in the EC
  - B. Basic Facilitation Skills for Training in the EC
    - 1. Attending
    - 2. Observing
    - 3. Listening
    - 4. Questioning
  - C. Teaching Styles for EC
    - 1. Lecture
    - 2. Demonstration with Hands-on Practice

### **Instructional Learning Objectives (ILOs)**

#### **Priority Order of all ILOs**

- Feel more confident about preparing for an Internet library instruction in the EC (AU)
- Better relate to categories and types of computer learners (AU)
- Describe categories and types of computer learners (CU)
- Describe principles to follow in helping adults learn (CU)
- Demonstrate a teaching style used for Internet computer instruction (CS)
- Describe unique characteristics of the Internet and Internet training (CU)
- Appreciate the practical use of using basic facilitation skills (AU)
- Demonstrate basic facilitation skills (CS)
- Discuss basic facilitation skills and their application in the EC (CU)
- Discuss characteristics of adult learners (CU)

## **Training Session #1--Training Adult Students**

### **Instructional Foci:**

Ittner workbook (Chapters 2 & 9), brainstorming, group discussion, PowerPoint presentation & lecture, flipcharts for participants, informal oral quizzes

### **Instructional Learning Objectives:**

- Discuss characteristics of adult learners
- Describe key principles to follow in helping adults learn
- Discuss the four basic facilitation skills used in conducting instruction for adults

### **Teaching Strategies/Procedures:**

The Instructor will teach and/or refresh participants about the adult learner/student by initially conducting a survey (from Ittner workbook, Chapter 2—see Resource Requirements) to identify learning styles found in adults. Through group discussion, facilitated by the instructor, the participants will explore the adult learner further by discussing the characteristics of adult learners in depth, and adult computer learners in general. A PowerPoint presentation with copies of the slides put into worksheets for the participants will help keep the training session focused. Adult learning principles from the workbook (see Ittner, Chapter 2) will be explored with the participants writing their own version and rank ordering their list and sharing them with the group in a flipchart. The session will conclude with the instructor lecturing on four basic facilitation skills and demonstrating each (see Ittner, Chapter 9). A short informal quiz on all topics covered will follow, along with group discussion on the skills.

## **Training Session #2--The Internet**

### **Instructional Foci:**

Group discussion, PowerPoint presentation & lecture, workbook, brainstorming, listing

### **Instructional Learning Objectives:**

- Describe the two categories and four types of computer learners
- Discuss categories and types of computer learners to help to better relate to them
- Discuss application of basic facilitation skills in the electronic classroom
- Describe unique characteristics of the Internet and Internet instruction

### **Teaching Strategies/Procedures:**

The Instructor will give a brief summary of session #1. Participants will then write a short list of descriptions of adult computer users and the types they would expect to find in their instruction sessions. The instructor will then compare these with the formal list on the PowerPoint slides/outline and see if the participant-generated list is closely related to the formal listing and initiate a group discussion and evaluation of them both. Participants will then write a short description of the Internet, after a general information lecture/PowerPoint presentation is given. After group discussion, the instructor will ask participants to write a few expectations of the Internet from (1) a student's perspective and (2) a librarian's perspective. The instructor will again compare these with the PowerPoint slides and initiate a group discussion and evaluation of the findings. The session will conclude with the group sharing their experiences with this topic and examples of how to better use the basic facilitation skills (attending, questioning, listening, and observing) in an EC.

## **Training Session #3--Training Skills & Teaching Styles in the EC**

### **Instructional Foci:**

PowerPoint lecture, workbook, group discussion, demonstration, practice training, evaluation

### **Instructional Learning Objectives:**

- Demonstrate a teaching style used for Internet computer instruction
- Demonstrate basic facilitation skills
- Feel more confident about preparing for an Internet library instruction in the EC

### **Teaching Strategies/Procedures:**

The Training Instructor will introduce the concept of an electronic classroom and explain the types and pedagogy used in them. The instructor will then demonstrate using the basic facilitation/training skills in a lecture and a demonstration teaching style. This will be covered in a PowerPoint presentation lecture/class discussion session at the start of this session. Each participant will prepare a 5-7 minute presentation on any topic of interest using the Internet. Each participant will demonstrate how to use facilitation skills while presenting this quick, informal Internet practice presentation to the group. Each participant will provide written feedback using a sharing feedback form and discuss with the group current feelings about conducting Internet library instructions and their use of training skills. The Instructor will then summarize the lessons learned, and after a discussion, all participants will fill out a training evaluation.

### **Objectives for Training Instructor:**

*Objective #1:* To plan and prepare for the training session, the Training Instructor will:

1. Organize information into presentation.
2. Design worksheets and prepare information handouts
3. Prepare and distribute written announcements for trainings in breakroom and e-mail
4. Schedule the EC for all training sessions and check on the operation of all equipment in the EC

*Objective #2:* To teach participants about the concept of training adult students (Goal # 1), the Instructor will:

1. Discuss characteristics of adult learners
2. Describe key principles to follow in helping adults learn
3. Discuss the four basic facilitation skills used in conducting instruction for adults

*Objective #3:* To teach participants about the Internet and the challenges of teaching it to adult students (Goal # 2), the Instructor will:

1. Describe the two categories and four types of computer learners
2. Discuss categories and types of computer learners to help to better relate to them
3. Discuss application of basic facilitation skills in the electronic classroom

*Objective #4:* To teach participants some specific training skills & teaching techniques for delivering a successful Internet library instruction session to adult students in the EC (Goal # 3), the Instructor will:

1. Describe unique characteristics of the Internet and Internet instruction
2. Demonstrate a teaching style used for Internet computer instruction
3. Demonstrate basic facilitation skills
4. Help participants feel more confident about preparing for an Internet library instruction in an EC

### **Evaluation of Training ILOs in Priority Order**

By the end of this training, participants will be able to accomplish the following cognitive understandings (CUs), affective understandings (AUs), and cognitive skills (CSs):

*Feel more confident about preparing for a Internet library instruction in the EC (AU)*

Evidence: Participants, at the conclusion of the training--if not before, informally--will tell the group participants how they feel about preparing for and conducting an instruction session now. Also, the end of training evaluation will ask if they feel more confident, less confident, or about the same as they did about this than they did before this training.

*Better relate to categories and types of computer learners (AU)*

Evidence: Participants will be given an opportunity during group discussion to express, in oral form, the reasons they feel it is important to understand all computer users/learners. On the end-of-training evaluation, participants will be asked to state in a short paragraph why instructors should be aware of the different categories and types of computer learners.

*Describe categories and types of computer learners (CU)*

Evidence: Participants will describe in writing these on their own to their best ability after reading a passage in the workbook, but prior to the lecture covering them. During the lecture, all participants will compare their individual lists to the "lecture list" and discussion will follow. A short informal oral quiz could follow this section.

*Describe principles to follow in helping adults learn (CU)*

Evidence: Participants will list without assistance adult learning principles from the workbook or their own version and rank ordering their list and sharing them with the group in a flipchart.

*Demonstrate a teaching style used for Internet computer instruction (CS)*

Evidence: Participants will conduct a 5-7 minute presentation to the group on any topic of interest using the Internet, demonstrating use of facilitation skills in one of the two teaching styles presented earlier in the training.

*Describe unique characteristics of the Internet and Internet training (CU)*

Evidence: Through question and answer periods and group discussion, participants will be able to describe a unique characteristic of the Internet and Internet training expectations.

*Appreciate the practical use of using basic facilitation skills (AU)*

Evidence: Participants will state why the use of one or more of the facilitation skills can assist an instructor to effectively conduct an Internet library instruction session in an electronic classroom. This will be addressed in group discussions facilitated by the instructor as well as be a short answer question on the end-of-training evaluation.

*Demonstrate basic facilitation skills (CS)*

Evidence: : Participants will conduct a 5-7 minute presentation to the group on any topic of interest using the Internet, demonstrating use of facilitation skills in one of the two teaching styles presented earlier in the training.

*Discuss basic facilitation skills and their application in the EC (CU)*

Evidence: After the practice training, each participant will be asked to discuss how he or she used or didn't use the four basic facilitation skills during their presentation in the EC and how difficult or easy it was to incorporate them into the presentation.

*Discuss characteristics of adult learners (CU)*

Evidence: Participants, through group discussion facilitated by the instructor, will explore the adult learner further by discussing characteristics of adult learners, and adult computer learners, with the instructor evaluating comprehension through short question & answer sessions.

## **Appendix B: Teaching Internet Library Instruction Sessions in the Electronic Classroom: The Adult Learner, the Internet, and Training Skills & Teaching Styles**

Edited by: K.T. Vaughan

Date: October 16, 2000

**Grade Level:** Higher education, Vocational education, Adult/continuing education

**Subject(s):**

- o Educational Technology
- o Vocational Education

**Duration:** Three 2-hour sessions

**Description:** This workshop is designed to address the needs of all professional librarians who will be expected to conduct library instructions in an electronic environment, whether or not they now regularly conduct library instruction sessions. Because most public services librarians perform reference duties and have acquired basic skills through completion of their graduate programs, the educational and experiential foundations have already been laid for this training. However, training addressing the concept of training adults in an electronic environment—especially on topics such as the Internet—is not offered often enough. That is what this training will deal with: considering the adult learners and understanding pertinent aspects of training these learners in the Internet or computer environment. By the end of this training, participants will have gained knowledge and skills leading to more productive library instruction dedicated to better serving the students' needs.

### **Institutional Learning Objectives in Priority Order (with Evaluation Criteria)**

By the end of this training, participants will be able to accomplish the following cognitive understandings (CUs), affective understandings (AUs), and cognitive skills (CSs):

*Express more confidence on the end-of-course evaluation about preparing for a Internet library instruction in the EC relative to feelings prior to taking the course. (AU)*

Evidence: Participants, at the conclusion of the training-- if not before, informally--will tell the group participants how they feel about preparing for and conducting an instruction session now. Also, the end of training evaluation will ask if they feel more confident, less confident, or about the same as they did about this than they did before this training.

*Appreciate the importance of knowing categories and types of computer learners in regards to instruction. (AU)*

Evidence: Participants will be given an opportunity during group discussion to express, in oral form, the reasons they feel it is important to understand all computer users/learners. On the end-of-training evaluation, participants will be asked to state in a short paragraph why instructors should be aware of the different categories and types of computer learners.

*Describe the two categories and four types of adult learners on a short quiz. (CU)*

Evidence: Participants will describe in writing these on their own to their best ability after reading a passage in the workbook, but prior to the lecture covering them. During the lecture, all participants will compare their individual lists to the “lecture list” and discussion will follow. A short informal oral quiz could follow this section.

*Describe, in a short quiz, five of eight key principles to follow in helping adults learn. (CU)*

Evidence: Participants will list without assistance adult learning principles from the workbook or their own version and rank ordering their list and sharing them with the group in a flipchart.

*Demonstrate a teaching style used for Internet computer instruction through a 5-7 minute presentation on any topic of interest regarding the Internet. (CS)*

Evidence: Participants will conduct a 5-7 minute presentation to the group on any topic of interest using the Internet, demonstrating use of facilitation skills in one of the two teaching styles presented earlier in the training.

*Describe four unique characteristics of the Internet and Internet instruction in a short quiz. (CU)*

Evidence: Through question and answer periods and group discussion, participants will be able to describe a unique characteristic of the Internet and Internet training expectations.

*Appreciate, on an end-of-training evaluation and in group discussion, the practical use of using basic facilitation skills for training adults in an electronic environment. (AU)*

Evidence: Participants will state why the use of one or more of the facilitation skills can assist an instructor to effectively conduct an Internet library instruction session in an electronic classroom. This will be addressed in group discussions facilitated by the instructor as well as be a short answer question on the end-of-training evaluation.

*Demonstrate basic facilitation skills through a 5-7 minute presentation on any topic of interest regarding the Internet. (CS)*

Evidence: : Participants will conduct a 5-7 minute presentation to the group on any topic of interest using the Internet, demonstrating use of facilitation skills in one of the two teaching styles presented earlier in the training.

*Identify in a group setting the four basic facilitation skills used in conducting instruction for adults. (CU)*

Evidence: After the practice training, each participant will be asked to discuss how he or she used or didn't use the four basic facilitation skills during their presentation in the EC and how difficult or easy it was to incorporate them into the presentation.

*List, in a group setting, six characteristics of adult learners. (CU)*

Evidence: Participants, through group discussion facilitated by the instructor, will explore the adult learner further by discussing characteristics of adult learners, and adult computer learners, with the instructor evaluating comprehension through short question & answer sessions.

### **Objectives for Training Instructor:**

*Objective #1:* To plan and prepare for the training session, the Training Instructor will:

1. Organize information into presentation.
2. Design worksheets and prepare information handouts
3. Prepare and distribute written announcements for trainings in breakroom and e-mail
4. Schedule the EC for all training sessions and check on the operation of all equipment in the EC

*Objective #2:* To teach participants about the concept of training adult students (Goal # 1), the Instructor will:

1. Discuss characteristics of adult learners
2. Describe key principles to follow in helping adults learn
3. Discuss the four basic facilitation skills used in conducting instruction for adults

*Objective #3:* To teach participants about the Internet and the challenges of teaching it to adult students (Goal # 2), the Instructor will:

1. Describe the two categories and four types of computer learners
2. Discuss categories and types of computer learners to help to better relate to them
3. Discuss application of basic facilitation skills in the electronic classroom

*Objective #4:* To teach participants some specific training skills & teaching techniques for delivering a successful Internet library instruction session to adult students in the EC (Goal # 3), the Instructor will:

1. Describe unique characteristics of the Internet and Internet instruction
2. Demonstrate a teaching style used for Internet computer instruction.
3. Demonstrate basic facilitation skills.
4. Help participants feel more confident about preparing for an Internet library instruction in an EC

#### **Materials/Resources:**

- Ittner, Penny L., and Alex F. Douds. *Train-the-Trainer: Practical Skills that Work*. 2nd ed. Amherst, MA: HRD Press, 1997. (one copy per participant)
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### **Library Instruction Program Philosophy Statement:**

Any college or university's library instruction program's objective should be to support the teaching-learning process by providing a program of instruction in the use of library resources and services. This program should be designed to enable students to become independent information users, and it should emphasize research processes, as well as specific tools. In many cases, library instruction takes place in collaboration with classroom faculty and provides learning experiences that are course-integrated and assignment-specific, but whether working with single students or whole classes, librarians should seek to respond to the individual learning styles of our increasingly diverse academic community.

In the end, I believe that it is this instruction program which most strongly supports the fundamental responsibility of a university library "to provide instruction in the most effective and efficient use of its materials" (Standards, 14) and allows the library to effectively fulfill its unique roles--necessary elements to help accomplish the mission of the college or university it supports.

### **Rationale for Training:**

Because library instruction is an essential element of the teaching-learning process, we need to continue to provide this instruction in an effective and efficient manner, especially with the increasingly available information technology. One effective tool we can use to accomplish this is the electronic classroom (EC). Since a great deal of our highly used resources are electronic databases, this EC can serve our immediate and future instruction needs very well. However, with the incorporation of an EC into a library instruction program, the need for more librarians to provide instruction sessions in it, especially Internet sessions, will increase.

Many in librarianship are excited about the EC; however, most have not taught any library instruction sessions in a fully equipped EC before. Staff development training, especially regarding frequently requested library instruction sessions such as the Internet instruction sessions, will continue to be requested, and this will more than likely increase with time. Because of the increased diverse adult student population and the changes in technology, new staff development training needs to be offered.

This workshop is designed to address the needs of all professional librarians who will be expected to conduct library instructions in an electronic environment, whether or not they now regularly conduct library instruction sessions. Because most public services librarians perform reference duties and have acquired basic skills through completion of their graduate programs, the educational and experiential foundations have already been laid for this training. However, training addressing the concept of training adults in an electronic environment—especially on topics such as the Internet—is not offered often enough. That is what this training will deal with:

considering the adult learners and understanding pertinent aspects of training these learners in the Internet or computer environment.

This training focuses on the effectiveness of Internet library instruction and the methods used to achieve specified ends or purposes, which is highly evident in technological and academic subject approaches to education. The role of the training instructor is that of a director who is mostly in control of the knowledge that will be imparted. A large aim of this introductory training is to develop more rational thinking in the minds of the participants so that they will tackle the project of teaching the Internet to adult learners more easily in the future. Traditional learning activities involving transmission will be used; however, the material is not concentrated around a particular core academic subject.

The curricular function that this training serves is a specialized function since it is comprised of subject matter that further educates the participants on a primary job task—that of providing library instruction sessions to adult students on a variety of topics, including the Internet, in the electronic classroom environment. This training promotes curriculum synthesis because it draws upon information from the fields of education, instructional technology, psychology, and sociology.

Using the Internet as one of the foci for the training cuts across all disciplines because it can be taught and used in all subject areas. In addition, teaching about specific training skills and teaching styles in an electronic classroom, as well as instructing participants on the concept of the adult learner in a computer environment, prepares the instructor to better relate to and address the personal and social concerns of the adult student learners before, during, and after the library instruction session.

All three training sessions focus on the participant (learner), specific knowledge, and the society. It was by addressing the individual learner's unique interests, abilities, and needs that this training was organized and created to help them better prepare and feel more confident in the instruction tasks ahead. The topic of providing Internet library instruction to adult students in the EC is of particular interest to librarians today since it is a fact that they will be expected to know the "what," "why," and "how" associated with conducting these sessions. Societal values are addressed by this staff development training because it gives the librarians the opportunity to better supply students with knowledge and skills they will need to function successfully as a student and a member of society. By the end of this training, participants will have gained knowledge and skills leading to more productive library instruction dedicated to better serving the students' needs.

## **Content Outline--Internet Library Instruction in the Electronic Classroom:**

### **IV. Training Adult Students**

#### **A. Characteristics of Adult Students**

1. Impatient or Urgent
2. Definite Needs and Goals
3. Need Quick Success
4. Have Experience to Share
5. Fearful of Embarrassment
6. Easily Frustrated

#### **B. Adult Learning Principles**

1. Focus on "Real World" Problems
2. Emphasize How Learning can be Applied

3. Relate Learning to Goals of Learner
  4. Relate Materials to Past Experiences of Learner
  5. Allow Debate and Challenge of Ideas
  6. Listen to and Respect Opinions of Learners
  7. Encourage Learners to be Resources
  8. Treat Learners as Adults
- C. Categories of Adult Computer Learners
1. Procedural/Less Experienced or Older Student
    - a. Need Specific Procedures
    - b. Depend on Memorized Material
  2. Navigational/More Experienced or Younger Student
    - a. Comfortable Experimenting
    - b. Rely on Online Help
- D. Types of Adult Computer Learners
1. Reflective
    - a. Subjective Learners
    - b. Active Participants
  2. Conceptual
    - a. Take Prolific Notes--Details
    - b. Want Whole Picture
  3. Practical
    - a. Look for Shortcuts
    - b. Look for Ways to Transfer to Job
  4. Creative
    - a. Love to Play/Experiment/Practice (Unguided)
    - b. Have Difficulty with Established Learning Structure
- V. The Internet
- A. General Information
1. Growth
  2. Great Finds
  3. Problems
  4. Future
- B. Characteristics of Internet
1. Huge
  2. Unorganized
  3. No Authority
  4. Poor Indexing
  5. Endless Resources
  6. Fun
- C. Expectations of Internet
1. Learners (Students)
    - a. Easy (Point & Click)
    - b. Self-Explanatory
    - c. Evil Pornographic Cesspool
    - d. More Information than a Million Libraries
    - e. You can find Anything

2. Instructors (Librarians)
    - a. Difficult
    - b. Overwhelming
    - c. Ever-Changing
    - d. Valuable Resource
    - e. Not Always Appropriate for Task
- VI. Internet Library Instruction Session in the Electronic Classroom
- A. The Electronic Classroom (EC)
    1. What is it?
    2. Types of ECs
    3. Pedagogy in the EC
  - B. Basic Facilitation Skills for Training in the EC
    1. Attending
    2. Observing
    3. Listening
    4. Questioning
  - C. Teaching Styles for EC
    1. Lecture
    2. Demonstration with Hands-on Practice

### **Training Session #1--Training Adult Students**

#### **Instructional Foci:**

Ittner workbook (Chapters 2 & 9), brainstorming, group discussion, PowerPoint presentation & lecture, flipcharts for participants, informal oral quizzes

#### **Instructional Learning Objectives:**

- List six characteristics of adult learners in a group setting.
- Describe, in a short quiz, five of eight key principles to follow in helping adults learn.
- Identify in a group setting the four basic facilitation skills used in conducting instruction for adults.

#### **Teaching Strategies/Procedures:**

- The Instructor will teach and/or refresh participants about the adult learner/student by initially conducting a survey (from Ittner workbook, Chapter 2—see Resource Requirements) to identify learning styles found in adults. (20 minutes)
- Through group discussion, facilitated by the instructor, the participants will explore the adult learner further by discussing the characteristics of adult learners in depth, and adult computer learners in general. A PowerPoint presentation with copies of the slides put into worksheets for the participants will help keep the training session focused. (30 minutes)
- Adult learning principles from the workbook (see Ittner, Chapter 2) will be explored with the participants writing their own version and rank ordering their list and sharing them with the group in a flipchart. (30 minutes)
- The session will conclude with the instructor lecturing on four basic facilitation skills and demonstrating each (see Ittner, Chapter 9). (30 minutes)

- A short informal quiz on all topics covered will follow, along with group discussion on the skills. (10 minutes)

### **Training Session #2--The Internet**

#### **Instructional Foci:**

Group discussion, PowerPoint presentation & lecture, workbook, brainstorming, listing

#### **Instructional Learning Objectives:**

- Describe the two categories and four types of computer learners in a short quiz.
- Discuss the two categories and four types of computer learners in a group setting to help to better relate to them.
- Identify in a group setting the four basic facilitation skills used in conducting instruction for adults
- Describe four unique characteristics of the Internet and Internet instruction in a short quiz.

#### **Teaching Strategies/Procedures:**

- The Instructor will give a brief summary of session #1. (15 minutes)
- Participants will then write a short list of descriptions of adult computer users and the types they would expect to find in their instruction sessions. (10 minutes)
- The instructor will then compare these with the formal list on the PowerPoint slides/outline and see if the participant-generated list is closely related to the formal listing and initiate a group discussion and evaluation of them both. (15 minutes)
- Participants will then write a short description of the Internet, after a general information lecture/PowerPoint presentation is given. (10 minutes)
- After group discussion, the instructor will ask participants to write a few expectations of the Internet from (1) a student's perspective and (2) a librarian's perspective. (10 minutes)
- The instructor will again compare these with the PowerPoint slides and initiate a group discussion and evaluation of the findings. (15 minutes)
- The session will conclude with the group sharing their experiences with this topic and examples of how to better use the basic facilitation skills (attending, questioning, listening, and observing) in an EC. (45 minutes)

### **Training Session #3--Training Skills & Teaching Styles in the EC**

#### **Instructional Foci:**

PowerPoint lecture, workbook, group discussion, demonstration, practice training, evaluation

#### **Instructional Learning Objectives:**

- Demonstrate a teaching style used for Internet computer instruction through a 5-7 minute presentation on any topic of interest regarding the Internet.
- Demonstrate basic facilitation skills through a 5-7 minute presentation on any topic of interest regarding the Internet.
- Express more confidence on the end-of-course evaluation about preparing for a Internet library instruction in the EC relative to feelings prior to taking the course.

- Appreciate the importance of knowing categories and types of computer learners in regards to instruction.
- Appreciate, on an end-of-training evaluation and in group discussion, the practical use of using basic facilitation skills for training adults in an electronic environment.

**Teaching Strategies/Procedures:**

- The Training Instructor will introduce the concept of an electronic classroom and explain the types and pedagogy used in them. (15 minutes)
- The instructor will then demonstrate using the basic facilitation/training skills in a lecture and a demonstration teaching style. This will be covered in a PowerPoint presentation lecture/class discussion session at the start of this session. (15 minutes)
- Each participant will have prepared a 5-7 minute presentation on any topic of interest using the Internet, and will demonstrate how to use facilitation skills while presenting this quick, informal Internet practice presentation to the group. (1 hour)
- Each participant will provide written feedback using a sharing feedback form and discuss with the group current feelings about conducting Internet library instructions and their use of training skills. (15 minutes)
- The Instructor will then summarize the lessons learned, and after a discussion, all participants will fill out a training evaluation. (15 minutes)