

In-Text Activities and Reflection Points

INTRODUCTION

Reflection Points

1. Think about the four components of instructional literacy—reflective practice, educational theory, teaching technologies, and instructional design—in terms of personal strengths and areas of potential improvement. How would you characterize your relationship (e.g., understanding, experience, comfort level) to each component? Do you already use reflective techniques? Have you only recently heard of instructional design? Try to identify specific high and low points in your own knowledgebase.
2. Take another look at the USER model. Can you identify one phase or step that causes you difficulty during the instructional process, and another that comes more naturally?

CHAPTER 1

Activities

List the three strongest instructors or presenters you can remember and identify three adjectives that made them effective:

Activity 1.1 Your Best Teachers			
Example: Professor X	challenging	insightful	well-spoken
1)			
2)			
3)			

List three not-so-effective educators in your life (give them code names if this makes you feel guilty) and their negative teaching attributes:

Activity 1.2 Your Worst Teachers			
Example: Instructor Y	arrogant	reactionary	biased
1)			
2)			
3)			

List three effective objects, interactions, or environments, and identify the characteristics that made them memorable:

Activity 1.3 Memorable Learning Objects			
Example: Electric Company	fast-paced, story-based narrative	visually engaging	contemporary and informal
1)			
2)			
3)			

Think about your own positive and negative teaching characteristics. In the first row, list three positive traits you possess, and in the second row, three concrete ways you would like to improve:

Activity 1.4 My Teaching Characteristics			
Strengths			
Weaknesses			

My chart looks like this:

My teaching characteristics [Example]			
Strengths	engaging delivery	good design skills	personal conviction
Weaknesses	rushed speech	nervousness	inflexibility

Reflection Points

1. Take a stab at writing your own teaching philosophy in three sentences or less.
2. Is instruction an integral part of your professional identity, or do you consider it a secondary aspect of what you do? Do you see this role changing in the future if you transition between jobs, or as a potential result of shifts within your organization?
3. Would you say that you have an instructional soapbox? Why or why not?

CHAPTER 2

Reflection Points

1. Do you already use reflective or metacognitive thinking in your instruction? If so, how?
2. Think about the metacognitive aspects of the WIIFM principle outlined in the previous chapter, and how self-interest motivates different types of learners. Compare how speaking to WIIFM motivate participants in mandatory staff trainings versus public patrons at a drop-in session. Consider how you currently (or might in the future) leverage the WIIFM principle in learning interactions based on the populations you interact with.

CHAPTER 3

Reflection Points

1. Consider your gleaning habits. Do you consciously keep track of the tips and ideas that you encounter? If so, are they centralized, or recorded in various places? If you feel that you could benefit from more intentional discovery and recording methods, brainstorm ways to shore up your approach.
2. Does your workplace have an equivalent of the Instructor Development Program or Learning 2.0? Would (or did) this type of initiative succeed in your environment, or is a less programmatic approach to creating a learning community more desirable?

CHAPTER 4

Activity

Below are two short series of letters. Concentrate on committing the first series to memory for ten seconds or so, but don't read ahead—block the second letter series with you hand or a sheet of paper if necessary. After about ten seconds, look away and write down as many letters as you can remember.

J FKFB INAT OUP SNA SAI RS

Now, repeat the exercise with the second series of letters:

JFK FBI NATO UPS NASA IRS

Reflection Points

1. Is your teaching approach more representative of behaviorism, cognitivism, or constructivism? Do any of these schools of thought appeal to you instinctively?
2. Think about the idea of an engagement continuum versus a learning pyramid, wherein the contextual specifics and experience level of participants affect their level of interest and learning style. How might this continuum affect your approach to engaging different types of audiences?
3. Think about your own learning process in a recent instructional scenario, such as staff training or an online workshop. What contextual factors affected your performance or attention?

CHAPTER 5

Reflection Points

1. Imagine that you have been given the task of introducing a completely redesigned online catalog in an academic library to library staff, graduate students, faculty, and undergraduates, all of whom have different levels of experience with the old catalog and discovery interfaces in general. Will there also be differences in how you make a face-to-face session “active” for each of these four groups?
2. How might you be able to affect the intrinsic motivation of the different participant groups in the above reflection point?

CHAPTER 6

Reflection Points

1. Imagine that you are a school media specialist in a rural school district who has just been hit with a big assignment. To qualify for additional federal funding, your administration is submitting a grant proposal to create a cultural education exchange program with an urban South American grammar school. Administrators want to establish virtual classrooms in which local and distance students can learn, share lessons, and communicate with one another in real time. As the resident “expert” you have been asked to investigate free and inexpensive web-based options and suggest several different technological methods of facilitating the goals of the project. Think about your teaching technology strategy in this scenario:
 1. Where would you begin? What resources are necessary for you to pursue and track your findings?
 2. How would you identify and evaluate the tools and technologies available?
 3. How could you leverage the training, knowledge, and skills of your community of practice to help you?

CHAPTER 7

Activity

Jot down three frustration/flare/fix moments you have experienced.

Activity 7.1 Frustration/Flaw/Fix			
	Frustration	Flaw	Fix
Example: Blender	While trying to unscrew blades, I realize I am inadvertently tightening them.	Blade attachment screws on counter-clockwise.	Attachment should tighten clockwise.
1)			
2)			
3)			

Reflection Points

1. If you were not familiar with ID at the outset of this chapter, does it mesh with your expectations? Do aspects of ID appear to offer practical solutions to actual teaching challenges you face?
2. Do you tend to privilege one side of your brain while teaching, either left (order) or right (creativity)? What effect does this have on your pedagogical style, and in turn on the learning experience of your students?
3. Consider an instructional scenario in your past that could have benefited from attention to ADDIE. What parts of the cycle seemed to be lacking?

CHAPTER 8

Reflection Points

1. Imagine a specific instructional scenario that you will soon be planning or would like to revise. Keep this and potentially a few other scenarios in mind as you read through the final four chapters.
2. Examine the scenario you have identified in relation to the USER method. Walk through how you might approach each phase and step by referring to the brief description on pages 95–96 and table 8.1. Refer to the USER Planning/Reflection Template in appendix A or online at www.alaeditions.org/webextras/ and note what about your current approach seems to reflect or diverge from USER. Do you already follow a similar process when you plan and deliver instruction? If so, are there areas you privilege more than others? What might you do to balance your efforts?

CHAPTER 9

Activity

Think about a learning situation you have participated in or are planning for and list three potential learning barriers associated with it.

Activity 9.1 Barriers to Learning			
Example: Staff LMS training	feeling of information overload or lack of relevancy	low morale due to frustration with new workflows and tasks	attendees confused by disciplinary-specific language or assumed knowledge
1)			
2)			

Reflection Point

1. You've been hired straight out of library school to work for the instructional services department in a main library at a large research university. A budget crisis is looming, the department is two teachers down, and everyone is complaining about the crazy amount of work. Even though you just arrived, your colleagues have asked you to jump in immediately as an instructor in basic information literacy classes for a required freshman English course. This means you're going to have analyze the scenario, fast. Where do you start? List a few resources that might help you rapidly

gather information on each factor of instruction: learner, context, content, and educator. If it is useful, use step 1b of the USER template in appendix A to record your ideas.

CHAPTER 10

Reflection Points

1. Reflect on a face-to-face or digital learning interaction you have recently designed or participated in. How many levels of Bloom's revised Taxonomy (table 10.3) did it span?
2. Identify methods you already use to extend learning interactions.

CHAPTER 11

Reflection Points

1. Take a handout, presentation, or other visual learning object you have designed and evaluate it using each element in the PAT framework. Identify at least one area of potential design improvement.
2. Think about a typical lesson or topic you deal with during instruction. First, identify the core of the instructional message, then list examples of how you might make delivery more compelling or memorable using the elements of the SUCCEs model (Simple, Unexpected, Concrete, Credible, Emotional, Stories).
3. Do you consider pitch and persona when crafting your instructional message?

CHAPTER 12

Reflection Points

1. Think about the different types of assessment you use in your teaching practice. Can you identify each of the four assessment types: pre-assessment, formative assessment, summative assessment, and confirmative assessment?
2. Now, think about how you actually apply the data you gather from these assessment methods. In your estimation, is your learner feedback put to productive use? If not, how might you change your strategies to make evaluation more meaningful?
3. Are there elements of your instructional materials that you currently reuse and recycle? Can you imagine strategies that would help you keep track of the reusable elements more consistently?