

Instruction Roulette: Are you Ready?

Lead by: Michelle Lustig, Springshare and Brena Smith, California Institute of the Arts

For this program we had two role playing sessions, each about 5 minutes. In each session a librarian was assigned as the role of "Instruction Librarian (IL)," while the other were "students." Each IL was given a topic to teach and had 90 seconds to do a rough outline. The goal was to try and cover 2 points in the outline, while the "students" acted out.

Sleepy Student

Behavior Characteristics:

You don't simply fall asleep quietly in the corner... you also:

- *Snore*
- *Fall out of your chair*
- *Talk in your sleep*
- *Yawn loudly as you lay your head down*

Suggestions from the Group:

- Have the student take the lead on an activity
- Use "sleepiness" as a topic ie: "Sleep patterns and college students"
- Use noise to get everyone engaged
- Gentle Nudge

Cell Phone Student

Behavior Characteristics:

- *You are soooo popular and you want everyone to know it!*
- *You keep your ringer on even after the librarian asked everyone to turn their ringers off.*
- *Not only do you text while the librarian is talking, but you laugh and make noises expressing various emotions in response to the texts you are receiving.*

Suggestions from the Group:

- Politely ask the student to step outside and handle the issue
- At the start of Class ask students to turn phones to silent and put them away
- Give a visual cue to the student, then get verbal if needed
- Before class starts give them a minute or two to finish that text or Facebook update
- Rules at the start of class: If the librarian can't do, you can't do it. Be nice and funny about this rule
- Use your presence - stand near the texting student
- Use the cellphone as a teaching tool with apps, things like Poll Everywhere

Model Student

Behavior Characteristics:

Your fellow classmates are behaving particularly badly today. You are incredibly embarrassed by their behavior and try to make up for it by:

- *Trying to answer all questions that the librarian asks*
- *Trying to take on the responsibility of your classmates' behavior beyond what is reasonable*

Suggestions from the Group:

- Acknowledge student but ask others to participate
- Have them lead part of the discussion
- Pair them with a student that is having difficulties
- Use the Cephalonian Method - giving students cards with questions to ask at during the session, these can be color code to help the instructor know who to have read the questions.

Helpful Faculty Member

Behavior Characteristics:

You've mastered the navigation of all databases... library catalogs...and really, any type of information - even outside of your own discipline! You want to share all of your knowledge by:

- *Contradicting the librarian who is teaching.*
- *Interrupting the librarian to share irrelevant/ inappropriate information.*

Suggestions from the Group:

- Interact with Faculty ahead of time: get specifics from them and give them an idea of what you plan to cover
- Send them an email outlining what you plan to cover and ask if there is anything they would like you add
- Give them a few minutes at the start of class to do any "house keeping"
- When they interject their idea (that may or may not be correct) follow up with "AND you can..."
- Send a follow up email after a "disruptive" session, reminding them that you can help with the research resources questions, so that their office hours do not become over run with intro to research questions.

Hazard: The Internet just crashed.

- Have a backup PowerPoint with screen shots of databases and the catalog.
- Do a library scavenger hunt without using technology
- Library Tour.
- Evaluate print materials.
- Use it as a teaching moment, “Remember things don’t always go according to plan.”

Hazard: The database/catalog won’t load. go ahead, try another data- base...that one won’t load either

- Have a backup PowerPoint with screen shots of databases and the catalog.
- Do a library scavenger hunt without using technology
- Library Tour.
- Evaluate print materials.
- Have some basic tutorials in Jing/Snagit that you can show.
- Use it as a teaching moment, “Remember things don’t always go according to plan.”
- Keep stuff on a flashdrive so that you can access it.

Hazard: Your projector just went out.

- Have some back up handouts with screenshots.
- Be prepared for everything to be broken and know your material.
- Have students work in groups and do searches, circulate around the room and help.

Other thoughts from the groups:

Tough classrooms

- have exercises that allow students to work at their own pace
- ok to let some students watch and then do some one-on-one later
- Change it up/ watch a video, do short exercise
- write agenda, urls on the board
- have preloaded flashdrive with urls and have all urls open on the computer before class starts