

Nobody goes to the library when things are easy

Library anxiety as a necessary component of research

SCIL Works

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Slides and speaker notes: http://bit.ly/SCILWorks_Nobody



The “Big” Idea: CBT can be a useful tool to help students develop the skills they need to “become comfortable with the discomfort” inherent in research.



Let’s ask ourselves: What is the best use of our expertise and resources to address student anxiety? Are there unintended consequences of relaxation/fun programming and marketing we provide for our students?

Key Concepts

Liminal Space: In threshold concept theory, the liminal space is a space in which a learner is moving through uncertainty from a place of unknowing to knowing. When students experience liminality, they often express challenging emotions including apathy, anger, and frustration.

Pedagogy of Uncertainty (Ray Land, 2016): “A pedagogy of uncertainty comes to mean that learning for uncertainty means learning to live with uncertainty.”

Cognitive Behavioral Therapy (CBT): An approach in which a person is taught to respond to unhelpful thinking and behavior through becoming aware of thoughts and building coping skills. (APA)

CBT in Reference and Instruction

Source: National Health Service, n.d.

Believe the student	Make sure to acknowledge students’ experiences (“hmm” and “I see”)
Describe the situation (thoughts/emotions/actions), then consider responses.	“I can tell you’re feeling overwhelmed by this complex research assignment. It can be really confusing to not know how or where to search for the information you need.”
Use feelings as pieces of information	“You said you’re bored with the topic - let’s figure out what steps we need to take that might help to generate some questions about your research.”
Focus on current problems rather than issues from one’s history	“Hmmm you didn’t get a good grade on your last research assignment. What are the issues you’re encountering here and how can we help you get through this assignment and prepare for the next one?”

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