



UiT Norges arktiske universitet

Active Learning for Library Academic Skills Education

Dr. Mbach Ruth Msomphora

mbachi.msomphora@uit.no

Digital avslutningskonferanse for årets basiskompetansekurs, 21 April 2022

Active learning is about:

Instruction that involves actively engaging students with the course material through discussions, problem solving, case studies, role plays and other methods.

It place a greater degree of responsibility on the learner than passive approaches such as lectures;

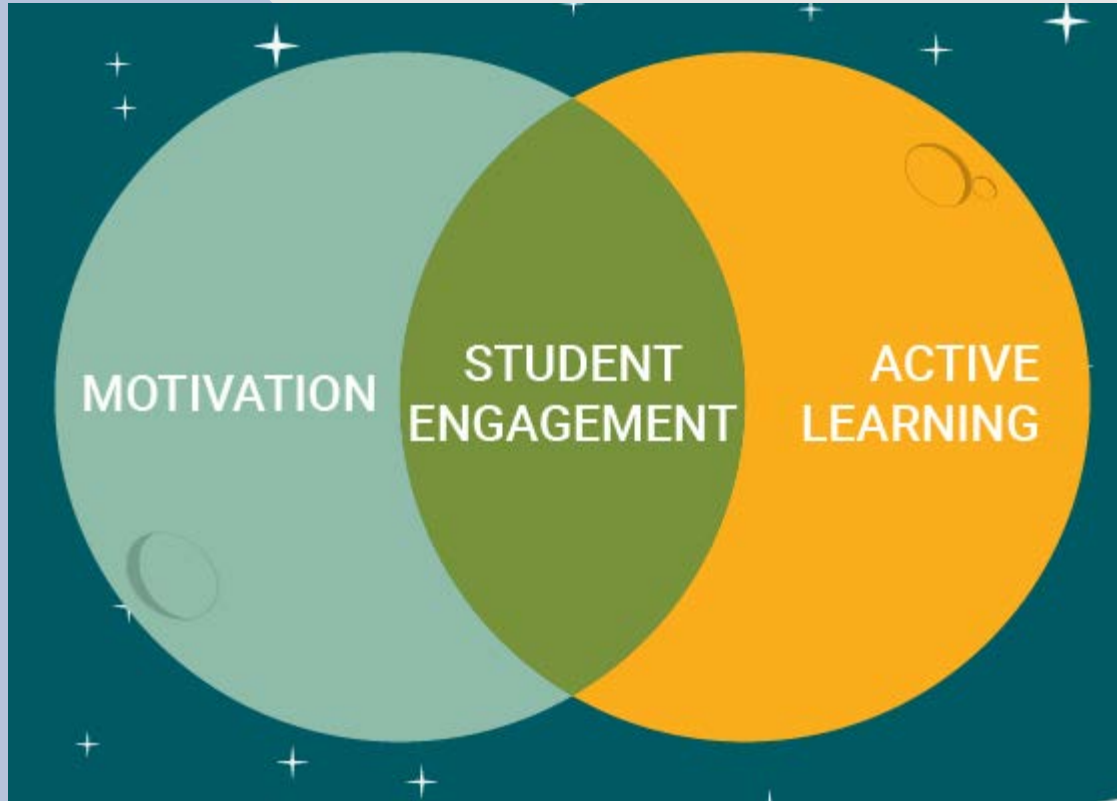
But instructor guidance is still crucial in the active learning classroom.

Active learning **activities** may range in length from a couple of minutes to whole class sessions or may take place over multiple class sessions.

Active learning activities **help promote higher order thinking skills** such as application of knowledge, analysis, and synthesis

Active learning activities **engage students in deep rather than surface learning**, and enable students to apply and transfer knowledge better

Why Active learning?



Motivate Student Engagement:

Techniques to Improve
Active Learning

Grading for students' learning-evaluation:

Is one of the motivation strategies for active student engagement

But

There is lack of student motivation for active participation in Library academic skills courses (Small, et. al. 2004).

Probably

Due to absence of student grading in Library Academic Skills education

Hence

Facilitation for active student engagement is relevant to such education

The aim is:

- To motivate students for their active and enthusiastic engagement, while ensuring an interesting/joyful environment.
- I believe this will help in enabling students to achieve the values of my course-education, which is to clearly understand and learn about where, why, how to systematically find/search and use literature for their academic/scientific writing.



How can we motivate students for active learning?



Specifically, my education goals are:

1. Introduce students to online-databases, including Oria, so that they know which databases or website(s) to use for the information they need during their academic life at UiT.
2. Teach students how to systematically come up with a search question and formulate the keywords for systematic literature search
3. Teach students how to use literature-source, cite, and how the reference list is made, in writing their assignment, thesis and/or other documents, using the APA 7 Reference-style.

Implications for my approach of the teaching plan developed

Usually, students are not really motivated for their engagement in learning library academic skills, due to probably the fact that there are no exams for grading them (pass or fail), as it is with other classes they attend.

Flipped classroom model

Is evidenced as one of the models that encourage student motivation for learning;

Hence **my choice!**

I believe this will encourage student motivation for their active engagement in the course; thereby help to improve their learning in academic library skills.

(Campillo-Ferrer & Miralles-Martínez, 2021; Campillo-Ferrer & Miralles-Martínez, 2021; Aşıksoy & Özdamlı, 2016)

My implementation plan strategies

Phase 1: Video



Make a video for each goal-lesson

Phase 2: Three hours Workshop (Physically meet students with a colleague present)



Plenary session based on all 3 parts of video-lectures

Kahoot also used: acted as middle evaluation of students' level and understanding



Systematic Literature Review
Plenary Group present & discussions

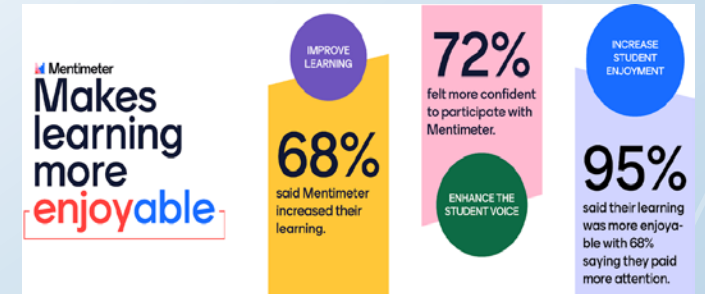
15 minutes Break



Group work assignments (2 or 3 per group)

15 minutes Break

15 minutes Evaluation at the end



- Student evaluation using Mentimeter online-games (ca. 10 minutes)
- Face to face evaluation discussions with students (ca. 5 minutes)

Students see videos during their own time, & write down questions incurred while seeing the video

The background of the slide is a blurred image of a road or path, with a yellow light source at the top center, creating a sense of motion and direction.

Way forward:

Plan for improvement

The plan is that:

- Evaluation will be based on my Self-reflection and feedback from students in addition to colleague(s) evaluations.
- A team member/colleague is available during the physical class meetings for collegiate evaluation.
- The teaching strategy-plan and result of the project evaluation will be presented at e.g., my institute meetings, such as at my research group meeting.
- Based on the evaluation-feedback, developments will be made for improvements in the following periods.