

Instant engagement (welcome individuals to room)

****All of the things we are doing in this session, we employ in our classes.**

- Who we are.
- What we will be covering:
- What are student led demos and why do them?
- Why are they avoided?
- How do you make them successful?
- 3. Provide context. Give specs of UTC:
 - **Student Population: ~12,000**
 - **University Fac/Staff: ~2,000 FT & PT**
 - **Library stats:**
 - **Lib. Staff: 20 librarians, 11 staff members**

Slide 2



What they are? While they could take many forms, in our experience, they involve students navigating databases or other library-specific interfaces. But not just database demos, but also giving the students more ownership over their research experiences. We have incorporated them into instruction sessions across many disciplines and learning levels.

Where have we incorporated them?

- Nursing (multiple levels)
- English Composition
- Education
- Anthro
- Art
- Almost everywhere!

Why do them? [next slide]

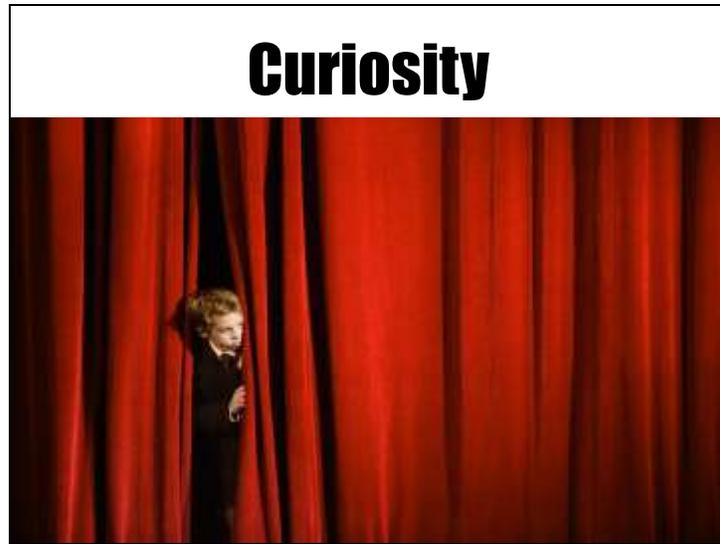
Slide 3



Speak anecdotally about personal experiences.

Definition of engaging: holding the attention or provoking interest (Merriam Webster)

Slide 4

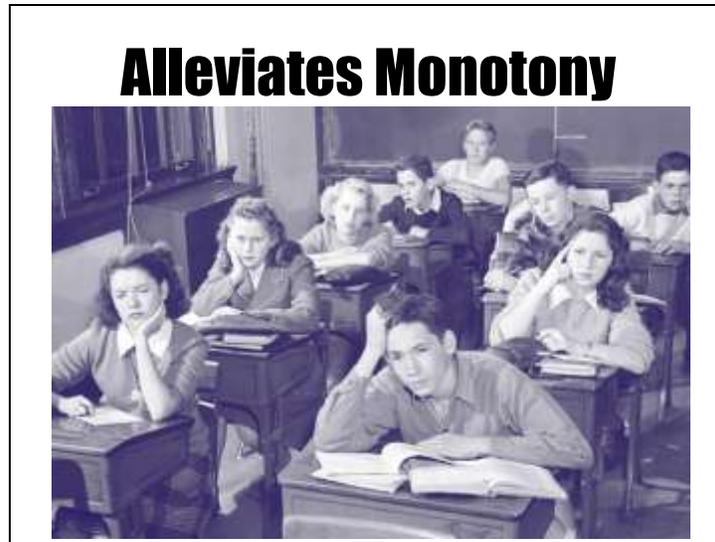


Students pay more attention when a classmate is in the spotlight. Natural curiosity.

Slide 5



Peer to peer learning—students are more receptive to students teaching students.. They are more at ease (removes authority image).



Very good to do when the students do not have computers. Breaks up the monotony of listening to the librarian.

But it seems that librarians often avoid this tactic. Why?

Slide 7



Why are demos usually avoided? FEAR! Fear of spontaneity. Fear to release control of the classroom.

ACTIVITY

Read our fears first

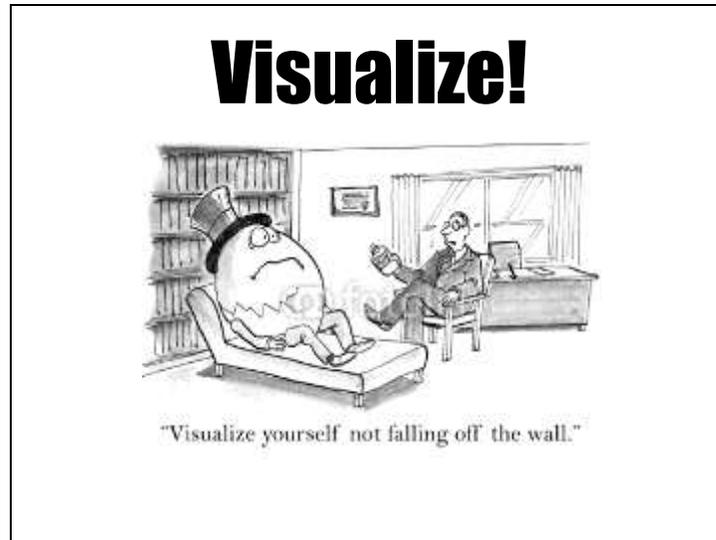
You kindly bared your souls and wrote down your fears at the start of this session.

So you don't have to read your own → pass the bucket.

How do you keep fear at bay? (next slide)



- Have plan laid out for how/what to have the students search. Make the demo specific to that particular class (Consider your audience). E.g. topics specific
- Have prizes at the ready (excellent motivators when you can't get a volunteer).
- Have an alternate plan. (in case of internet outages, terrible demos, etc.)

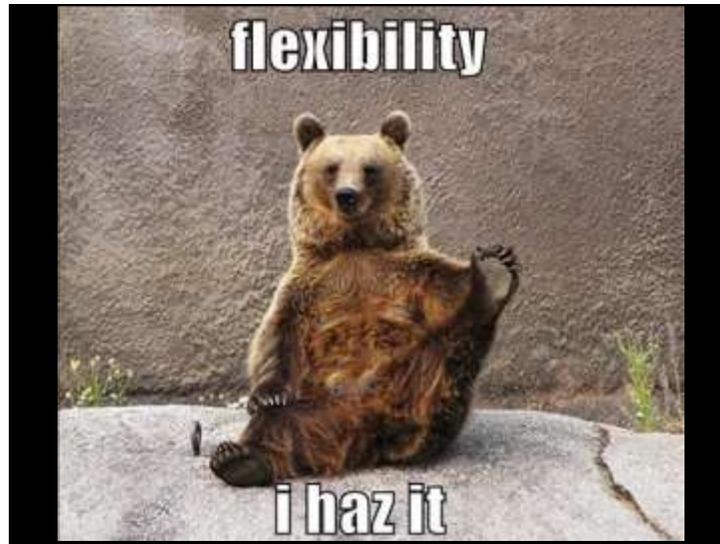


Visualizing success is a common way to psych yourself up. Visualization is heavily used in sports to encourage success. Visualize to actualize!

Imagine how the session might go. You don't have to do this every time, but it's good to visualize how a certain type of class (say, Freshman English vs. Senior Nursing) might react, so that you are prepared. You can also think about how things might go wrong. This actually helps to mentally prepare you and give you time to think about solutions before you ever set foot in the class!!

Whatever happens, stay CALM & COOL!

Slide 10



Be ready and willing to change course if needed!

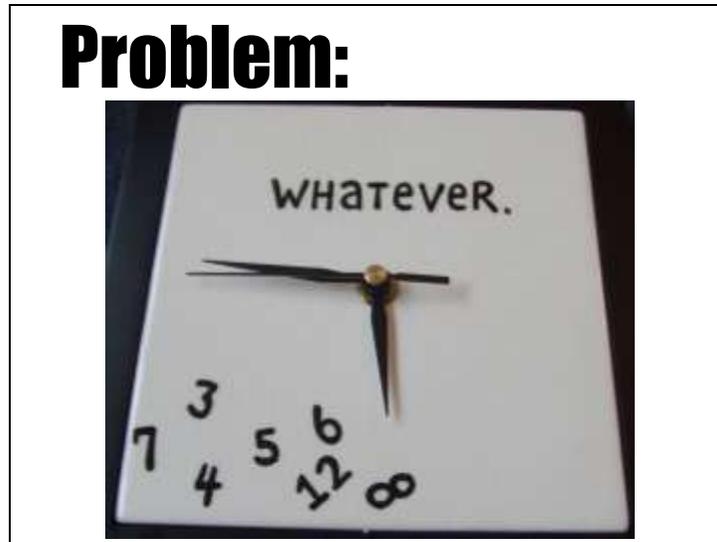


ACTIVITY

Pair yourself with your neighbor.

- Introduce yourself to your neighbor.
- As a pair, come up with a one (or a few) word(s) potential pitfall for student led demos.
- US→go around the room and ask every group to share their word.

Problem:



Time.

Students can eat up lots of time, whereas a librarian would be direct and quicker.



Know when to lead!

There is no reason that the instructor cannot lead students. If it looks like students are going to run long, the instructor can use a question/answer format to move the demo along.



Incorrect information.

Student led demos could go bad & lead students astray or make the experience confusing. Maybe they are searching inefficiently or erratically.



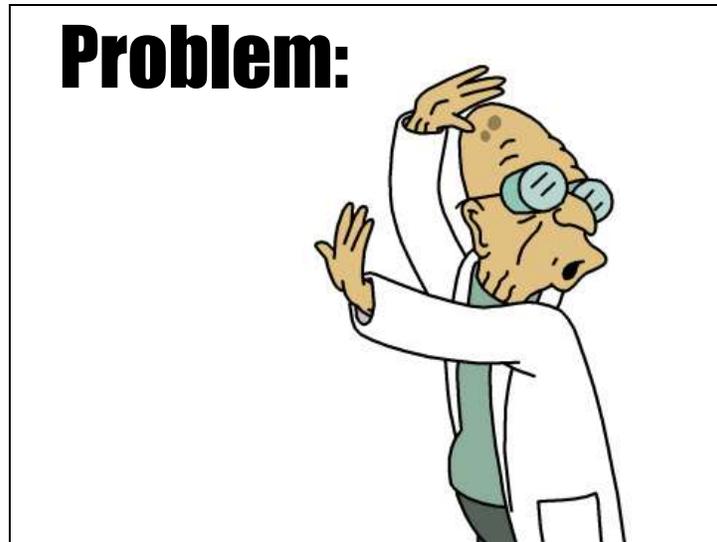
ALWAYS BE POSITIVE! Guide them.

Much like with time, the instructor needs to jump in when necessary. It is, after all, their class! If a student shows a feature incorrectly, ask them and the class if there might be another way to accomplish the same function. Or say, “you’ve almost got it! What about trying X?”

You can also limit this problem on the front end by giving the students clear directions. Or offering a “quickie” demo first.

Also, there is usually more than one way to search.

**Consider that their errors and oversights may help others understand why searches work poorly and what to do to make improvements.



Professors/teachers may not be on board.

“We bring them to the library so that a librarian will teach them. Why bother if they are teaching themselves?”



Ultimately, we try to accommodate the professors' wishes. However, it usually isn't hard to convince them of the value. They are usually very interested and will also participate in the process. (CC—I never actually tell the instructors that I will be doing this and it has never been a problem.)

Sometimes, if you tell the prof beforehand, they select the students (who are already well-versed in research), which alters what could be a more authentic experience.

Developing your own style



ACTIVITY

Take a moment here & jot down 3 adjectives to describe your vision of successful student led demos.

Have them just throw out a few of their adjectives (time permitting).



PROBABILITY PRIZE: Bert Tolkamp [UK, the NETHERLANDS], Marie Haskell [UK], Fritha Langford [UK, CANADA], David Roberts [UK], and Colin Morgan [UK], for making two related discoveries: First, that the longer a cow has been lying down, the more likely that cow will soon stand up; and Second, that once a cow stands up, you cannot easily predict how soon that cow will lie down again.

REFERENCE: "Are Cows More Likely to Lie Down the Longer They Stand?" Bert J. Tolkamp, Marie J. Haskell, Fritha M. Langford, David J. Roberts, Colin A. Morgan, Applied Animal Behaviour Science, vol. 124, nos. 1-2, 2010, pp. 1–10.

ATTENDING THE CEREMONY: Bert Tolkamp

- See more at: <http://www.improbable.com/ig/winners/#sthash.aphlbS1b.dpuf>

Search Challenge!



When walking with coffee, why does it spill?

FLUID DYNAMICS PRIZE: Rouslan Krechetnikov [USA, RUSSIA, CANADA] and Hans Mayer [USA] for studying the dynamics of liquid-sloshing, to learn what happens when a person walks while carrying a cup of coffee.

REFERENCE: "Walking With Coffee: Why Does It Spill?" Hans C. Mayer and Rouslan Krechetnikov, Physical Review E, vol. 85, 2012.

- See more at: <http://www.improbable.com/ig/winners/#sthash.aphIbS1b.dpuf>

- **PDF not available**

Search Challenge!



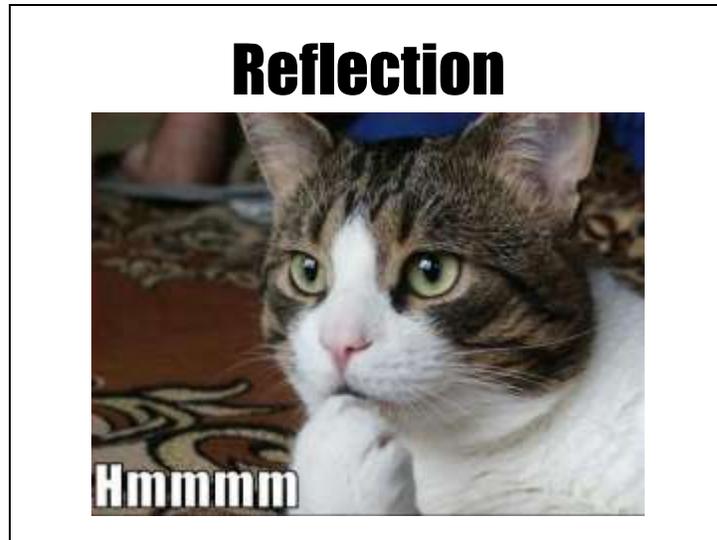
Is there evidence for contagious yawning in red-footed tortoises?

- ****Discuss the strategy you would use to search this question with your partner from our last exercise. Ask for vols or select pair.**

PHYSIOLOGY PRIZE: Anna Wilkinson (of the UK), Natalie Sebanz (of THE NETHERLANDS, HUNGARY, and AUSTRIA), Isabella Mandl (of AUSTRIA) and Ludwig Huber (of AUSTRIA) for their study "No Evidence of Contagious Yawning in the Red-Footed Tortoise."

REFERENCE: 'No Evidence Of Contagious Yawning in the Red-Footed Tortoise *Geochelone carbonaria*,' Anna Wilkinson, Natalie Sebanz, Isabella Mandl, Ludwig Huber, *Current Zoology*, vol. 57, no. 4, 2011. pp. 477-84.

- See more at: <http://www.improbable.com/ig/winners/#sthash.aph1bS1b.dpuf>



What we hope you will take away from this session:

- Student led demos are fun!
- They can be really useful and enhance learning
- They can be implemented in many different ways

ACTIVITY:

Jot down 2 ideas from this presentation that you would like to try in your own classroom.



References

- Bell, S. J. (2007). Stop IAKT syndrome with student live search demos. *Reference Services Review*, 35(1), 98-108.
10.1108/00907320710729391
- Gagné, R.M. (1970). *The conditions of learning*. New York: Holt, Rinehart and Winston.
- Kuhlthau, C. (2004). *Seeking Meaning: a process approach to library and information services*. London: Libraries Unlimited.
- Palmer, P. J. (1998). *The Courage to Teach: Exploring the inner landscape of a teacher's life*. San Francisco: Jossey-Bass.