

Breaking it Down and Climbing Back Up: Learning Theories & Approaches to Instruction

Memorable, Meaningful, Transformative Learning

Write/Reflect: Think of a time you learned something that was *memorable, meaningful, or transformative*. What did you learn? How did it happen? Who was involved? What was the environment like?



Chat & Create: Based on your experiences, make a list of the *characteristics* of memorable, meaningful, transformative learning.

Memorable, meaningful, transformative learning is:
Memorable, meaningful, transformative learning happens when:



Hint - You can use a mix of *adjectives* and *phrases* to complete these sentences:
Memorable, meaningful, transformative learning
is: *authentic & engaging*.

happens when: learners and teachers are motivated and motivating.

Notes & Definitions: Active Learning, (Social/Socio-) Constructivism, Critical Pedagogy

Micro Case Studies

Choose a case study. What is the primary learning outcome for your case study? If you're experienced with active learning approaches, how would you take a constructivist approach to this learning outcome? If you're experienced with constructivist approaches, how would you take a critical pedagogy approach to this learning outcome?

1 "I took the students directly to the Psychology LibGuide."

2 Student: "I'm not finding anything on my topic, so I'll just write about something else."
Library staff: "Good idea, what's your new topic?"

3 Student: "I'm writing a paper on financial literacy in higher education."
Library Staff: "Great!" Types 'financial literacy' and 'higher education' into a database.
"Let's see what we get."

4 "Make sure you only use scholarly sources in your papers!"

One More Case Study for Reflection and Idea Sharing after the Session

Imagine you have an unexpected 30 minutes of face to face instruction. What would you do next? How might you apply some of the learning theories and approaches to instruction we have discussed today?

Library staff: “Does everyone have 5 articles on your topic?”

Students: “Yep. We’ve all got 5 articles that support our thesis statements.”

Library staff (thinking): Hmm. We’ve still got 30 minutes. What should we do next?

Feedback & Questions?

Erica DeFrain, Social Sciences Librarian, University of Nebraska-Lincoln.

Julia Glassman (@juliaglassman), Librarian and Lead for Collections and Writing Initiatives, UCLA.

Nicole Pagowsky (@nope4evr), Associate Librarian & Instruction Coordinator, University of Arizona.

Doug Worsham (@dmcwo), Teaching & Learning Services Coordinator, UCLA.

Slides: <http://bit.ly/liw2016> | This handout: <http://bit.ly/liw2016-handout>