Active Learning in the Library

Students and library users learn best when they are engaged in the learning process. Here are some strategies and tips for engagement:

<table>
<thead>
<tr>
<th>Strategy</th>
<th>Description</th>
<th>Your Notes</th>
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<tbody>
<tr>
<td>Cephalonian Method</td>
<td>Engages students by placing frequently asked questions in their hands. Once you provide students with one question to ask, they are more likely to think of and ask their own questions.</td>
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<td>The Art of Questioning</td>
<td>Research shows that effective teachers ask more questions during instruction and that the frequency of questions is positively related to student achievement. What questions do you ask your students? How can you ask more effective questions?</td>
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<td>Hands-on Practice</td>
<td>When possible, students should have a chance to immediately practice the information literacy skills and concepts they learn in your instruction session. This reinforces their learning.</td>
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<td>Student-led Demonstrations</td>
<td>Social constructivism tells us that students retain what they learn when they construct meaning in groups. Asking students to explore a resource and then present it to the class allows them to do just that.</td>
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<td>Concept Mapping</td>
<td>An important skill for students to learn is to turn a research topic into useful search terms. Concept mapping can help them engage in that process. Ask: what are key issues and question on this topic? who might care about it? what topics are connected?</td>
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For more information on these strategies:
1. What active learning strategies do you currently use in your practice of information literacy instruction?

2. Which of your instruction sessions could you revise to include more active learning?

3. Which strategies will you try using? How do you envision the activities playing out in the classroom?

4. How will you assess the effectiveness of your active learning strategies?

5. What questions do you have for the presenters?

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**Your presenters:**

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