

Training the Trainers (T-3)

Pre-Workshop Assignments

I. Evening Roundtable Discussion

We have scheduled an informal Roundtable Discussion during the dinner hour on Saturday. This will be an opportunity for you to share information with your colleagues. To prepare for the Roundtable, and also to let your instructors learn more about you and the environment in which you work, please briefly describe in writing (no more than one page) the following:

- The library instruction program at your institution: structure, partnerships, successes, challenges, new initiatives, or anything else you'd like to share.
- The resources at your library that are available to you as a teaching librarian: opportunities for training/continuing education, instructional materials, mentoring, support, technical assistance, or anything else you'd like to share.

You are encouraged to contact your library's coordinator of instructional services for information as you investigate these topics.

Include your name and your institution in your description, and **send an electronic copy to Emily Werrell (emily.werrell@duke.edu) and Sharon Domier (sdomier@library.umass.edu) by August 1st**. Bring a copy with you to the workshop.

II. Instructional Situation and Presentation

The purpose of this assignment is to (1) give you an opportunity to look at and think about the information literacy standards and how to apply them, (2) develop a lesson plan and strategy for delivering it, (3) refine your presentation skills, and (4) learn about new online resources in Japanese Studies.

Part A: Instructional Scenario: Due August 1st

Work on these tasks with your partner:

1. Select an actual instructional situation that you want to use to demonstrate your teaching techniques. While teaching situations include: a one-shot session, a series of classes, a credit course, an online tutorial, a printed workbook, or a series of assignments, for the purposes of this workshop we would like you to focus on doing a hands-on session.
2. Choose a specific skill or concept that you want to teach, and select a resource to use as a vehicle for teaching that skill. For example, you may wish to use NDL-OPAC to teach students the differences between controlled vocabulary and keyword searching. Or, you could use Magazine Plus to show students the difference between scholarly and popular literature.
3. Write a lesson plan for your instructional session. It should *not* be lengthy or elaborate, but it should include:
 - Subject of the lesson
 - Audience (who is receiving the instruction?)
 - Learning objectives (what should students be able to do upon completion?)
 - Content outline (brief)
 - Methods (how will you teach the lesson? What materials will you need?)

If you have never written a lesson plan before, don't worry! This is one of the skills you will learn more about during the workshop. Consider your plan a working draft – you will be refining it later. We will be sending you a couple of examples in the very near future. As you write your learning objectives, you may wish to consult the following sources. The first is the ACRL set of standards for information literacy. The Project SAILS Skill Sets arrange the standards in a way that is likely easier to understand and apply.

Information Literacy Competency Standards for Higher Education

<http://www.ala.org/ala/acrl/acrlstandards/informationliteracycompetency.htm>

Project SAILS (standardized assessment of information literacy skills) Skill Sets:

<http://sails.lms.kent.edu/plans/skillsets.html>

4. Send an electronic copy of your lesson plan to your instructors, Emily Werrell (emily.werrell@duke.edu) and Sharon Domier (sdomier@library.umass.edu) by August 1st, and bring a copy with you to the workshop. You and your partner will use it as the basis for your presentation on the second day (Monday). The instructors will be available on Sunday evening for individual consultations.

Part B: Instructional Presentation (Due: Bring Materials and Plan to Workshop)

On the second day of the workshop (Monday) you and your partner will have an opportunity to give a live demonstration of your teaching techniques. Select a 15-minute portion of your presentation to demonstrate to the workshop participants. All participants will have computers and will be able to follow along with your instructions. There will be an opportunity for individual feedback from the instructors. The goal is for you to have an experience that assists you in developing more effective presentation techniques, to provide an opportunity to practice methods discussed in the curricular session, and to experience one device for assessing effective presentations. We realize fifteen minutes is not enough to fully assess your teaching, but the idea is to give you the experience, as well as model a process from which to work and to explore tools for doing this when you return home.

Please note that Kinokuniya Bookstores have kindly arranged for us to have trial access to the following databases during the workshop:

- JapanKnowledge
- Magazine Plus
- BookPlus
- Sakka, Shippitsusha Fairu
- Netto de Hyakka
- Yomidasu
- Web OYA-bunko

Japanese Online Resources:

OPACS:

NDL-OPAC: <http://opac.ndl.go.jp/>

Tokyo Metropolitan Library: <http://www.library.metro.tokyo.jp/>

NACSIS Webcat Plus: <http://webcatplus.nii.ac.jp/>

(you could compare and contrast Webcat, Webcat Plus and Webcat Equals to show which is appropriate for what kind of search)

NIJL Micro-Wahon database: <http://base1.nijl.ac.jp/~wakosho/>

Indexes:

Zasshi Kiji Sakuin: <http://opac.ndl.go.jp> - select Zasshi Kiji Sakuin

Kenkyu Kiyo Portal: <http://kiyo.nii.ac.jp/>

Magazine Plus: <http://web.nichigai.co.jp/> (requires password)

Web OYA-bunko: <http://www.oya-bunko.com/> (requires password)

BookPlus: <http://web.nichigai.co.jp/> (requires password)

NWEC (National Women's Education Center, Japan) - has several databases:

<http://www.nwec.jp/database/page04.php>

Art Research Center - has several databases: <http://www.arc.ritsumei.ac.jp/dbroot/default.htm>

National Museum of Japanese History: <http://www.rekihaku.ac.jp/database/gazo/index.html>

National Institute for Japanese Language Newspaper clipping file:

<http://www.kokken.go.jp/public/sinbun/sinbun1.html>

Full-text Resources with search engines:

Kindai Digital Library (NDL): <http://kindai.ndl.go.jp/index.html>

Japanese Text Initiative: <http://etext.lib.virginia.edu/japanese/>

Aozora: <http://www.aozora.gr.jp/>

JACAR (Japan Center for Asian Historical Records): http://www.jacar.go.jp/index_e.htm

JapanKnowledge: <http://www.japanknowledge.com/> (requires password)

Netto de hyakka: <http://web.nichigai.co.jp/> (requires password)

Yomidasu: <http://www.yomiuri.co.jp/bunshokan/> (requires password)

Sakka, Shippitsusha fairu: <http://web.nichigai.co.jp/> (requires password)

Maps, Statistics, Directories

Denshi Kokudo portal: <http://cyberjapan.jp/>

Mapion: <http://www.mapion.co.jp/>

Portal Site of Statistical Data in Japan: <http://portal.stat.go.jp/PubStat/topE.html>

Gender Statistics database (NWEC): <http://www.nwec.jp/wcass/statis/index.html>

Read (Directory database of research and development activities) <http://read.jst.go.jp/index.html>

Thesauri:

JOIS (Japan Science & Technology) Thesaurus:

http://jois.jst.go.jp/JOIS/html/thesaurus_index.htm

Josei Joho (women's information) Thesaurus:

<http://www.nwec.jp/database/page01.php#thesaurus>

Search Engines:

Academic Resource Guide: <http://www.ne.jp/asahi/coffee/house/DB/index.html>

Ariadne: <http://ariadne.ne.jp/>

Internet Resource Guide (Todai): http://resource.lib.u-tokyo.ac.jp/iri/url_search.cgi

Yahoo! Japan: http://resource.lib.u-tokyo.ac.jp/iri/url_search.cgi

III. Readings

Read these before the workshop:

Keyser, Marcia W. Active learning and cooperative learning: understanding the difference and using both styles effectively. *Research Strategies* 17(1): 35-44, Spring 2000

Macklin, Alexius Smith. "Developing Lesson Plans and Learning Objectives: How to Use Fifty Minutes More Effectively." *LOEX News* 27(2): 10-11+, Summer 2000.

Snively, Loanne. "The Learning Library." *Research Strategies* 17(2-3):79-84, 2nd-3rd Quarter, 2000.