511 Week 05 Overview - Week 05: Instructional Design: Understanding and Standards of Learning

Introduction

This week we will continue to explore the details of the backwards approach to instructional design, with a particular focus on teaching for deep conceptual understanding rather than superficial knowledge. This is particularly important for new teacher-librarians to consider: while historically a good deal of library instruction has focused on surface level, “point and click” database demonstrations, the teacher librarian is now called upon to teach transferable critical thinking skills applicable for evaluating and thinking critically about information across a wide range of practical contexts. This week’s readings provide the foundation for teaching for deep understanding and lay the groundwork for our focus on "teaching for transfer" later in the course.

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Learning Objectives

By the end of this week, you will be able to:

* Distinguish between deep understanding and superficial knowledge and be able to recognize examples of each within the learning context.
* Identify the importance of “deep knowledge” for information literacy learning and apply this understanding within the framework of backwards-instructional design.

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Reading

Textbook

Wiggins, G., & McTighe, J. (2005). *Understanding by Design* (Expanded 2nd ed.). Association for Supervision and Curriculum Development (ASCD).

* Chapter 2: Understanding Understanding
* Chapter 3: Gaining Clarity on Our Goals

Week 05 Assignment 01: Cognitive Recall Assignment: Autonomy

**Due:** **Day 7,**

**Value:**100 points

**Grading Category:** Cognitive Recall Assignments, 25%

Assignment Context

Actively recalling information is one of the best ways to make learning stick because it helps us take information from our working memory and embed it in our long-term memory. For this reason, we’ll reflect on each of the major learning theories we read about in *Learner-Centered Pedagogy*the week after we read and discuss them.

Instructions

For this assignment, you should write a one-to-two page response in a Word document addressing the following questions:

1. How can library instructors tap into learners’ intrinsic motivation and desire for authentic self-expression to make information literacy really matter to learners? What are some concrete ways you believe you can support learners' intrinsic motivation and desire for authentic self-expression in your own library context?
2. Why do autonomy-supportive rather than controlling learning environments motivate learning so successfully? Have you noticed yourself engaging in any controlling behaviors in your reference or instruction? If so, how might you move away from them? What are some ways you can further support learners' autonomy in your own library context?
3. What are some evidence-based practices librarians can employ to support learners’ sense of autonomy and authenticity in the information literacy context? Describe one evidence-based practice you believe you can implement in your own library to support learners' autonomy. What do you think will be the biggest challenge for supporting learners' autonomy in your library? What is one strategy you might use to overcome this challenge?