Trail Guide for New Teachers: Working with Graduate Teaching Practicum Students in First-year Writing

Library Instruction West 2016

Sara Maurice Whitver
Assistant Professor/Instruction Coordinator Librarian
Trail Guide for New Teachers:

Resource Collection


https://www.zotero.org/groups/liwtrailguide
“Faculty attitude and education are key to establishing a successful information literacy program on campus”

-Grace Veach, “Teaching Information Literacy to Faculty”
My Campus:

- 2015 FTE at The University of Alabama: 34,539.1
- EN533 Teaching Practicum Enrollment: 35
- Number of EN102 courses taught in Spring 2016: 149
- Number of Librarians who work with this course: 6
- Average number of visits per EN102 section: 2.5
“If the most efficacious learning occurs when learning is re-inforced, then writing through its inherent re-inforcing cycle involving hand, eye, and brain marks a uniquely powerful multi-representational mode for learning”

-Janet Emig, “Writing as a Mode of Learning”
Founding Principles of WAD

- Embrace and encourage the continual development of teachers
- Promote community building and interdisciplinary collaboration
- Grounded in a culture of assessment
Day1: What Do Instruction Librarians Do?

- **Assignment:** “Researched Writing,” a composition pedagogies book chapter by Rebecca Moore Howard and Sandra Jamieson

- **Activity:** In-class writing for 10 minutes at the beginning of class to reflect on the article and to propose ways in which they as new teachers could or might expect to partner with a librarian in the coming semester, followed by a guided discussion about the article.
Main Discussion Questions (Howard and Jamieson):

- What role can your librarian play in mentoring researched writing? How can your librarian partner with you to mentor your first-year writers?
- How can you approach writing assignment design with the intention of collaborative mentoring? How does library instruction fit into your assignment design?
Day 2: Planning for Source Engagement

- **Assignment:** Wendy Holliday and Jim Rodgers’ “Talking About Information Literacy”

- **Activity:** In-class writing for 10 minutes at the beginning of class to reflect on the article and to anticipate their expectations of source use by their students. What kinds of sources do they want their students to end up engaging with? How will they articulate these expectations in their assignments? How can they coordinate with their librarian to help teach their students about source engagement and the scholarly conversation? Followed by a guided discussion about the article.
Main Discussion Questions (Holliday and Rogers):

- How do you plan to teach the need for sources in the research process? How do you intend to incorporate this element into the writing process for your student?
- How do you plan to talk about sources? What language will you use when talking in class? How will you frame source use in your assignments?
- How will you express these ideas to your librarian? How will you co-construct a plan of action with your librarian so that you’re each reinforcing these ideas in the classroom?
Day 3: Library Resources You Should Know About

- **Assignment:** Library Guide for EN102 Instructors (guides.lib.ua.edu/en102instructors)

- **Activity:** During class, I will take a quick walk through our library guide and then spend some time conducting some mock library instruction exercises so that you as the teacher can get a better idea of what happens in the library instruction classroom (exercises include a good deal of in-class writing).
Day 4: Library Instruction Scheduling Workshop

- **Assignment:** Library Instruction Options for EN102—using the scheduling worksheet, write a justification for your lesson choice for each paper. How do you feel the described learning outcomes will impact the learning objectives of the correlated paper assignment? This exercise will help you make informed decisions about your chosen library instruction arch, and will be useful information to share with your librarian as you are planning your class’s visits.

- **Activity:** In small groups, submit your library instruction requests. A librarian will be assigned to each small group for informal discussion and support during this process.
Anecdotal Evidence:

1. Instructor 1: sent me drafts of her writing assignments and I gave her feedback that she incorporated into her revisions. This helped us develop an understanding of her expectations for source engagement, and heavily impacted the way I approached my lesson plans.

2. Instructor 2: used our conversations to incorporate library instruction into his assignment design. His pedagogy relied heavily on modeling, and during library sessions, he worked side-by-side with his students, described his own experience with each step, and helped them connect with the thinking at each step of the way.

3. Instructor 3: co-designed lesson plans with me including the development of worksheets and activities, and remained at the front of the class with me through the duration of sessions. As I introduced ideas and concepts and walked her students through processes, she tied everything back to the tangible: former classroom discussion, the assignment, current readings.


Thank you!

Sara Maurice Whitver
The University of Alabama
smwhitver@ua.edu