



# The Innovative Library Classroom 2022 Conference

## **Connecting Information: Engaging Students in the Research Process**

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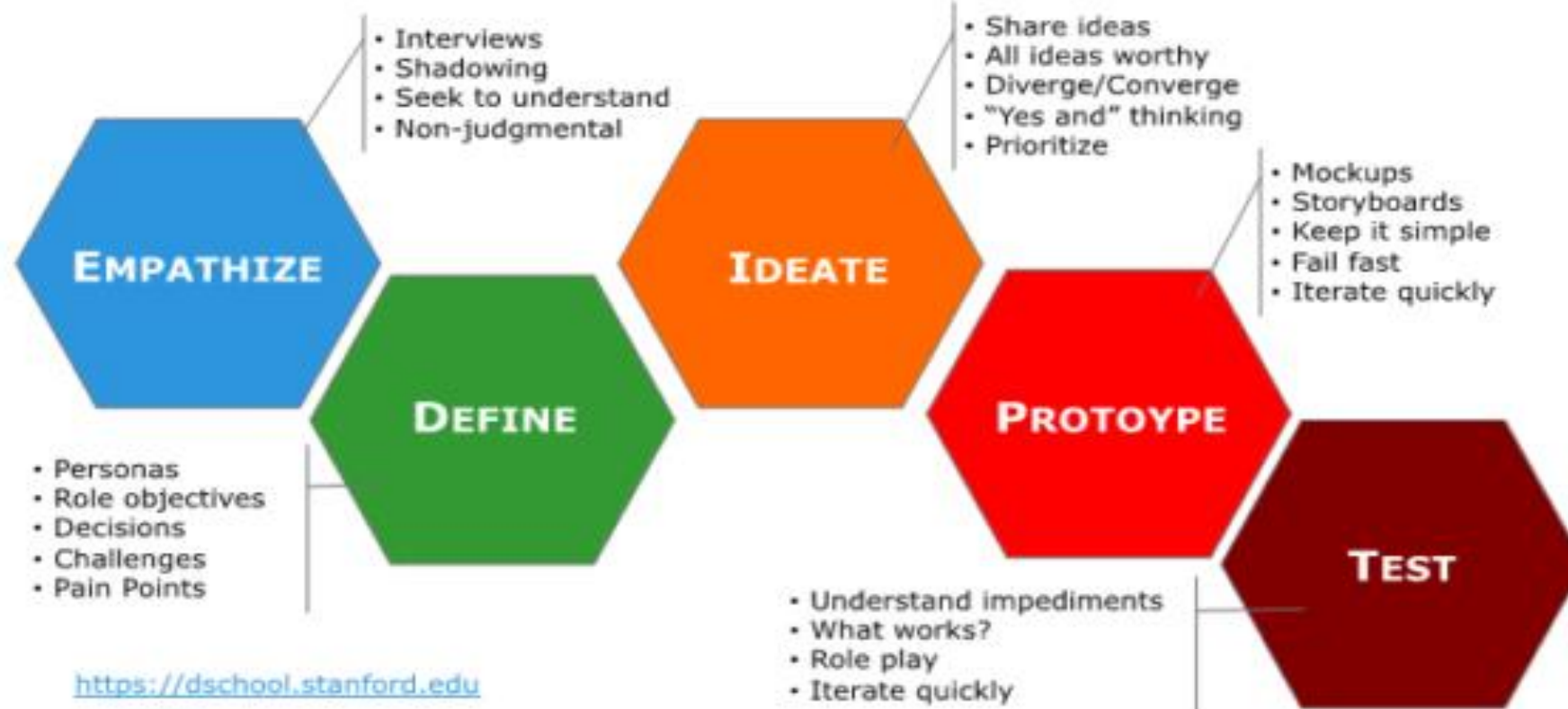
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- What is Life Design (LD)
  - Applying LD concepts to IL instruction
    - Semester
    - One-Shot
  - Moving forward



# Stanford d.school Design Thinking Process



## What is Life Design?

It's about working from where we are and with what we have to design and build a meaningful life that is aligned with our values, beliefs, and interests

Brainstorm about possibilities  
Clarify a path to explore further  
Clarify questions/answers about the path



*Meaningful  
life...*



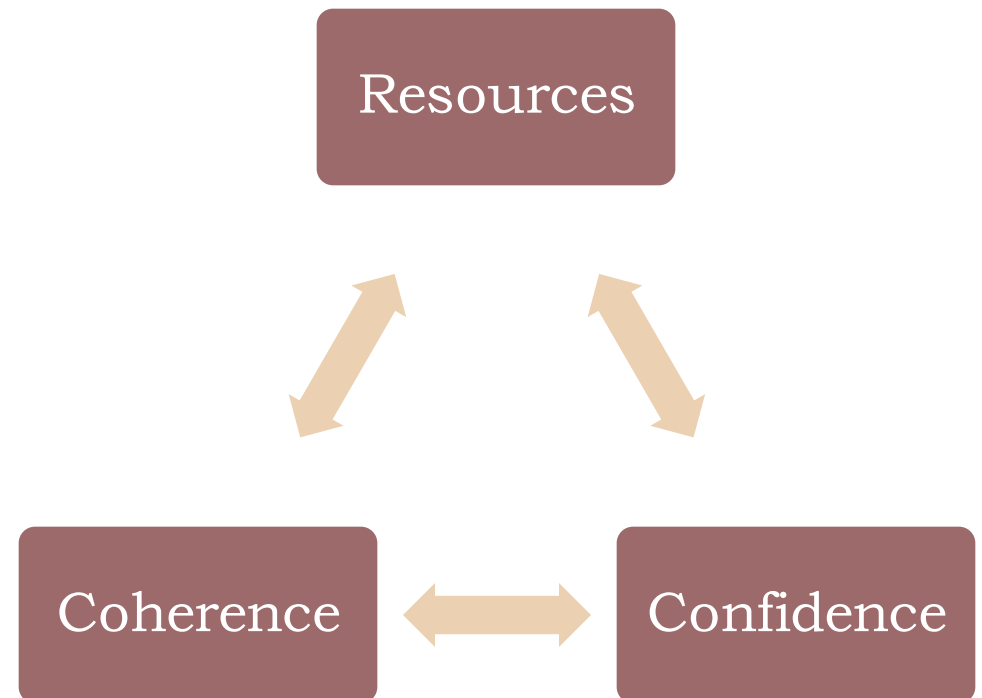
*Help you make  
better  
decisions....*

# Path

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- 1- How life most likely will be
- 2- The life if option 1 was not possible
- 3- The life you can have if \$ was of no importance





0 JUNIOR YR.

□ EDUCATION CLASSES

□ Volunteer, etc. with...

KIDS



1   
MA. in  
ART  
EDUCATION  
PROGRAMS  
DURING  
SENIOR YR.  
AND...  
GRADUATE  
SMITH!

2 ☐ BEGIN GRAD School  
☐ STUDY for EXAMS



□ LIVE @ HOME (?) 

3  TEACHER

FIND Apt. 

TRAVEL! 

4 CONTINUE  
BECOME SCHOOL SOCCER COACH



TRAVEL in SUMMER!

Alternative Plan # 2



RESOURCES



I LIKE IT



CONFIDENCE



COHERENCE

5 word title

BECOME A ART TEACHER

Questions and Answers

1. Am I ready to go straight to graduate school?

# I am thinking....

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This is for student success, has nothing to do with what I do

This cannot be done :

In a 1- credit asynchronous class,  
requires in-person interactions

In a single 50-minute shot IL, there is no time

AND...I cannot take the time to learn all of this

BUT THEN.....





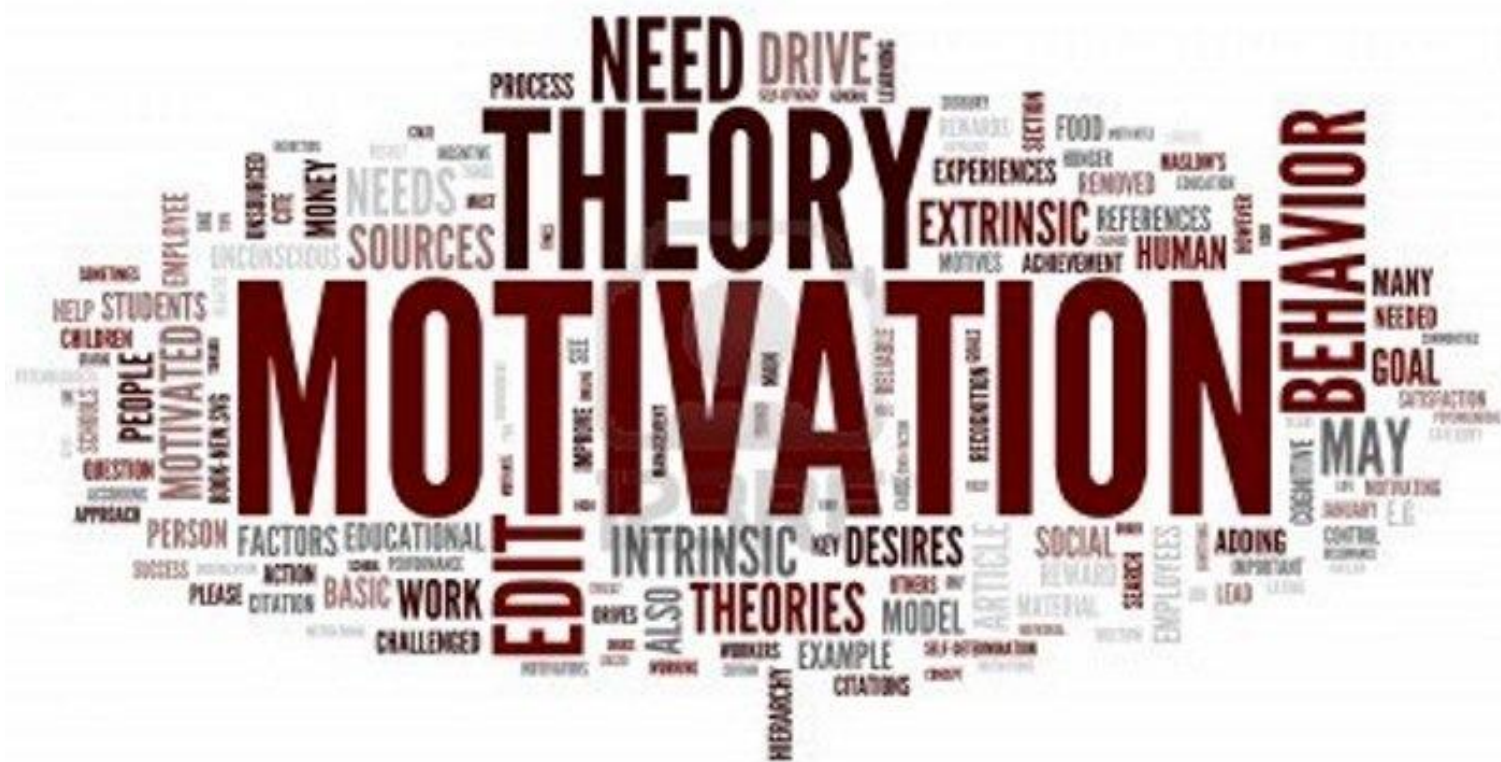
**What is the connection to  
lifelong learning?**

**What can I use in my IL?**

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Provide opportunities to help students  
reflect on connecting skills and knowledge  
to their career





# Expectancy Theory

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Victor Vroom

- Individuals will behave in a certain way based on the expected behavior
- Ex.: Students that learn APA will have an easier time writing

Making X choice will lead to the desired result

Learning is more likely to occur when employees (students) believe that they can learn the content of the program (Expectancy)

### Expectancy

Effort correlates to performance

Self-confidence is the belief that the effort will lead to better performance



### Instrumentality

Good performance will result in fulfilling the reward

It is the belief that Performance is low if the outcome is vague



### Valence

Reward fulfills an important need

It is the unique value an individual has toward a goal



EFFORT

# Expectancy Theory in IL

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## Expectancy

Effort correlates to performance

Why- lifelong knowledge

## Instrumentality

Clear guidelines  
Two parts exercise  
Bonus, 50 pts for each part

## Valence

Understanding why this IL is important  
Reflection on self

# Part 1- Research and Goal Setting

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Video to gain a better understanding of how learning affects our everyday life

*How to learn anything in 30 days* (9:18 min)

<https://www.youtube.com/watch?v=SKVVSKFdEL4&list=RDCMUCsT0YIqwnpJCM-mx7-gSA4Q>

*The curious person's guide to learning anything* (13:00 min)

[https://www.youtube.com/watch?v=VoecD4my4\\_4&t=1s](https://www.youtube.com/watch?v=VoecD4my4_4&t=1s)

Main points from the videos

Reflect on how the main point can relate to you, your major, and future profession



# Let's See if it Works!!

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Winter 2021- 4 weeks

1 credit-asynchronous

LIBR 110- Basic research skills with focus on psychology

Goal: Student learn how to research and write an annotated bibliography (2 articles)

# Part 1- Research and Goal Setting

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List of resources provided (Occupational Outlook Handbook, Google job search, major requirements/concentrations)

Bullet list of skills you will need in your major and your career.

What skills in your major will you need to use regularly? For ex.: synthesize information

What are the top skills that you frequently see in job ads? For ex.: excellent written and verbal communication skills

# Part 1- Research and Goal Setting

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Use template: Which skills are common in your major, future career, and LIBR 110 Outcomes?

Select one of the common skills. This is your goal for the semester in this class.  
Write in your own words your goal

In a bulleted list explain:

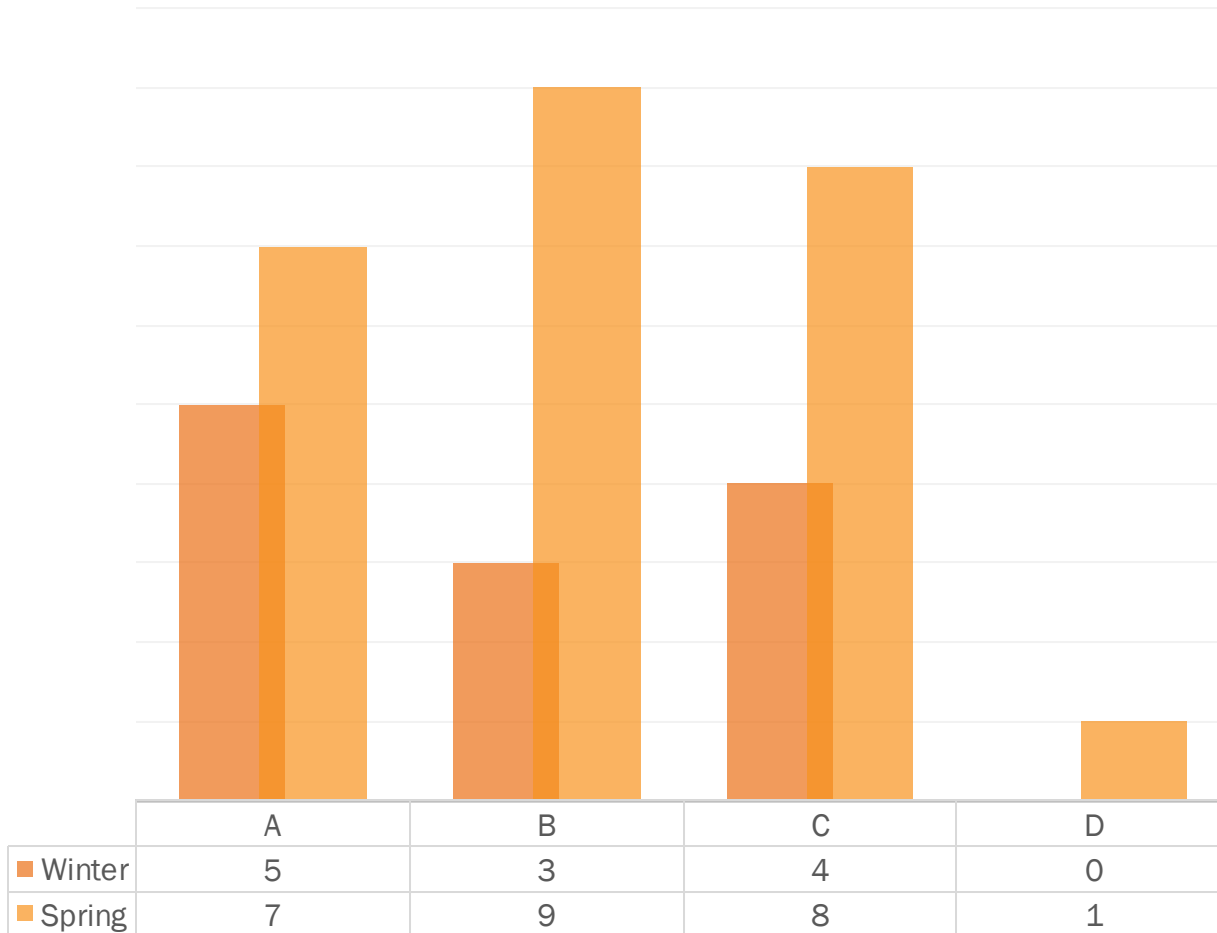
*What strategies will you use to succeed in your goal?*

*How will you know if you succeed or not?*

# Part 2: Reflection

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1. Explain why your initial goals remained the same or changed
2. What did you find interesting, or not, about the connections between the goals and your major?
3. What did you find interesting, or not, about the connections between the goals and your future career?
4. What did you find interesting, or not, about the connections between this class and your academic preparation?
5. Explain how you succeeded or not in your goals



I know I can ask for help when I need it and not wait

Underestimated my strength in writing the annotated bibliography and did not pay attention to the details

I know a librarian can help me if I struggle, I used the Ask A librarian

I understand why I made the mistakes because I rushed through the assignment. I did not set enough time for it



Helped me think about why I must learn APA. Sometimes you just got to do it because it is part of the job

I think I understand that what I am learning in this class and at SRU has a place in my future career

I was surprised to see the connections of how the skills for my major related to a lot of skills in my future career

I wanted to do well in the class because I had my goal in mind. I knew what I needed to do for my future

# Personal Reflection

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- Explain why, not just the content
- Feedback from students is important. Listen and act, not just listen
- Being in college does not mean students are on their own, they need guidance and reminders (a lot of them!)
- Learn from each other. Posting on how they plan to organize their time

# Moving Forward

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Refine the  
assignment



How to make it  
manageable



Thank You!



# References

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