Improving Library Instruction by Design

2011 Library Tech Conference
HELLO

http://z.umn.edu/improvingid
We are interested in you.
In one word, describe your instructional design training in Library school?
What percentage of your day-to-day work would you say is “instructional design”?
OUTLINE

Our story
ID in the library
Types of projects
Lessons + Challenges
Recap
Q&A
Building Our Case
Long Road to Hiring
Instructional designers help support student learning through the effective use of academic technology.
Process
MODELS

RAPID PROTOTYPING

- Assess Needs & Analyze Content
- Set Objectives
- Construct Prototype (Design)
- Utilize Prototype (Research)
- Install & Maintain System

Time
Who is the learner and what do they need?

Design

Develop

Implement

Assess
5 useful things for librarians to know about instructional design

Tom Kuhlmann
ID is more than just putting information in front of a learner.
ID has clear goals and gets learners focused on the right things.
ID provides context and perspective.
ID compresses the learning process and saves time.
ID engages learners with clear and meaningful content.
ID helps increase the scale of delivery.
1. TEACHING HOW TO USE A TOOL
1. TEACHING HOW TO USE A TOOL
1. TEACHING HOW TO USE A TOOL
2. HELP WITH A PROCESS!
2. HELP WITH A PROCESS

Intro to Library Research 1:
Evaluating Sources

Exercise: Apply the Criteria to a Source

Your course: Public Health 1002
Your paper topic: Abuse of prescription drugs and ways to treat it

Assignment:
Apply the criteria (timeliness, perspective/intent, and authority) to the sources.

Question 1 of 6
Is timeliness important for this topic?

YES

BOOK

Publication Date: 2008
Author: Rod Colvin

About the author: Rod Colvin holds a bachelor of arts degree from Washburn University, Topeka, Kansas, and a master of science degree in counseling psychology from Emporia State University, Emporia, Kansas. From 2003 to 2005, Colvin served on an advisory commission to the National Center for Addiction and Substance Abuse, Columbia University, New York.

Description: The author, whose brother died at age 35 from abusing painkillers and tranquilizers, relates
2. HELP WITH A PROCESS

Anatomy of a Scholarly Article

Presented by NCSU Libraries

A Cognitive Model for the Representation and Acquisition of Verb Selectional Preferences

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Abstract

We present a cognitive model of inducing verb selectional preferences from individual verb usages. The selectional preferences for each verb argument are represented as a probability distribution over the set of semantic properties that the argument can possess—a semantic profile. The semantic profiles yield verb-specific conceptualizations of the arguments associated with a syntactic position. The proposed model can learn appropriate verb profiles from a small set of noisy training data, and can use them in simulating human plausibility judgments and analyzing implicit object alternation.

1 Introduction

Verbs have preferences for the semantic properties over all the classes that can occur in that position. Resnik's model was proposed as a model of human learning of selectional preferences that made minimal representational assumptions; it showed how such preferences could be acquired from usage data and an existing conceptual hierarchy. However, his and later computational models (see Section 2) have properties that do not match with certain cognitive plausibility criteria for a child language acquisition model. All these models use the training data in “batch mode”, and most of them use information theoretic measures that rely on total counts from a corpus. Therefore, it is not clear how the representation of selectional preferences could be updated incrementally in these models as the person receives more data. Moreover, the assumption that children have access to a full hierarchical representation of semantic classes may be too strict. We propose an alternative view in this paper which is more plausi-

The similarity values for the Alternating and Non-alternating verbs were respectively 0.76 and 0.81, which confirm the hypothesis that verbs participating in implicit object alternations select more strongly for the profiles during the course of learning, and compare it with child data for different age groups, as we do with semantic roles (Alishahi and Stevenson, 2007).

References

3. PROVIDE MORE CONTEXT (BACKSTORY)
3. PROVIDE MORE CONTEXT!

How do engineers and engineering researchers communicate their results?
3. PROVIDE MORE CONTEXT

Which is more expensive?
You might be surprised at how the prices of journal subscriptions compare to the costs of other items. Roll your mouse over the picture of the item you think is more expensive in each pair.

A New Beetle or Brain Research?

- 2004 Volkswagen GLS, c. Volkswagen of America, Inc.
- Reprinted from Brain Research, Vol. 1026, Copyright 2004, with permission from Elsevier

A plasma TV or Surface Science?

- Sony 50" XBR® Plasma WEGA™ HDTV, c. Sony Electronics
- Reprinted from Surface Science, Vol. 57, Copyright 2004, with permission from Elsevier
4. TRAIN STAFF
4. TRAIN STAFF
You are a student who must help his peers to identify a variety of research materials. Use your mouse to pick up their requests. Then use the catalog to look for helpful resources.

Do your best to help them quickly finish their research with the best tools for the job.
4. TRAIN STAFF
4. TRAIN STAFF

Within Range

Shelve books in correct order to learn how information is organized and categorized using the Library of Congress Classification System.

Use the mouse cursor to pick up titles and place them in their correct location by hovering over the other books on the shelf.
4. TRAIN STAFF

Library of Congress Classification Guide
A  General Works and Encyclopedias
B  Philosophy - Religion
C  Auxiliary Sciences of History
D  History: General and Old World
E-P  History The Americas
G  Geography, Anthropology, Folklore
H  Social Sciences (Statistics, Marketing, Finance, Sociology)
J  Political Science
K  Law
L  Education
M  Music
N  Fine Arts (Painting, Interior Design)
P  Language and Literature
Q  Science
R  Medicine
S  Agriculture
T  Technology
U  Military Science
V  Naval Science
Z  Bibliography and Library Science

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HINT!
Lessons
Challenges
Recap

Our story

ID in the library

Types of projects

Lessons + Challenges
THANK YOU
1. Theme inspired by @jessedee "You Suck at PowerPoint" http://www.slideshare.net/jessedee/you-suck-at-powerpoint
2. Library cards, CC AT NC ND "Zine - Issue Jr." by Whitluxus
7. "Computer" CC AT The Noun Project
8. "Laptop" CC AT The Noun Project
16. Vanderbilt Library, "Which is More Exspensive?", http://www.library.vanderbilt.edu/jcosts/