

10-17-2019

## Transforming the Way Librarians Think about Themselves as Teachers: A Design Based Research Approach

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### Recommended Citation

Grant, Anne, "Transforming the Way Librarians Think about Themselves as Teachers: A Design Based Research Approach" (2019). *Presentations*. 178.

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# Transforming the Way Librarians Think about Themselves as Teachers: A Design Based Research Approach

How can a series of workshops focused on **educational technology and teaching techniques** support academic instruction librarians in **transforming their self-concept** as teachers and encourage the **use of active teaching practices** in the classroom?

## Pre Intervention

### Goal 1: Self-Efficacy

1. Teacher Self-Concept Survey (Villa & Calvete)

2. Interview (based on Mezirow)

### Goal 2: Teaching Practice

1. Teaching Observation using Active Learning Teaching Tool (Van Amburgh, et al)

2. Self-Reflection

## Post Intervention

### Goal 1: Self-Efficacy

1. Teacher Self-Concept Survey (Villa & Calvete)

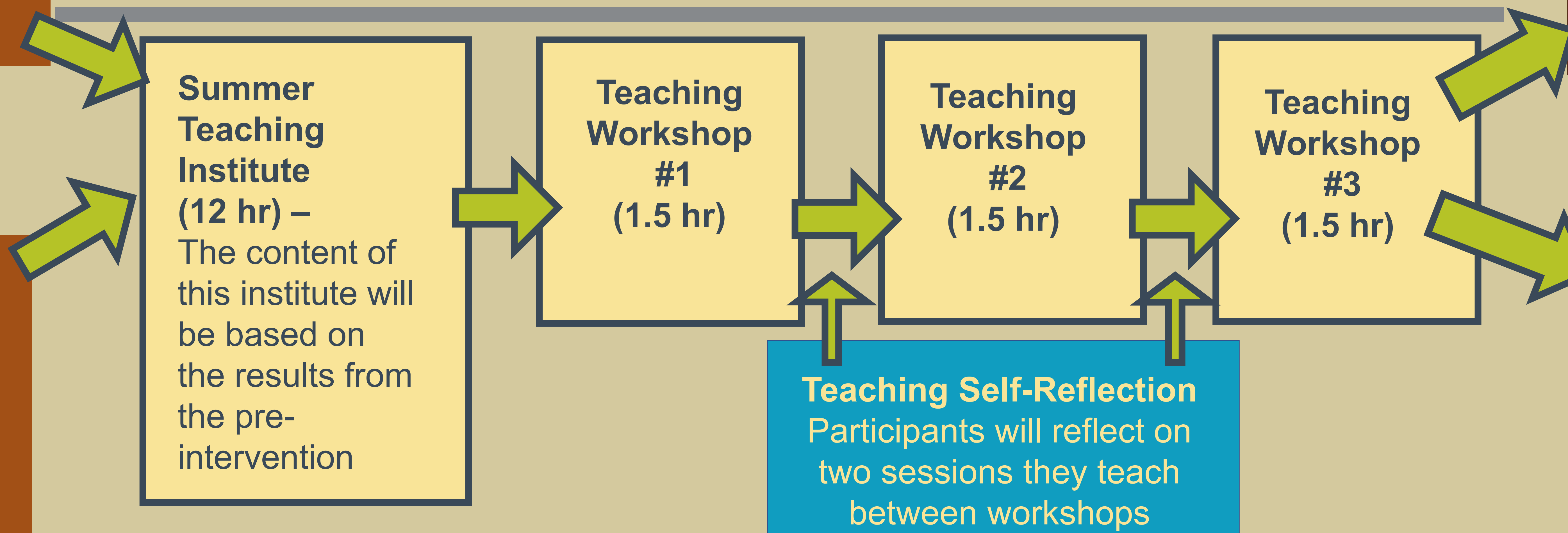
2. Interview (based on Mezirow)

### Goal 2: Teaching Practice

1. Teaching Observation using Active Learning Teaching Tool (Van Amburgh, et al)

2. Self-Reflection

# INTERVENTION



Spring Semester

Summer

Fall Semester

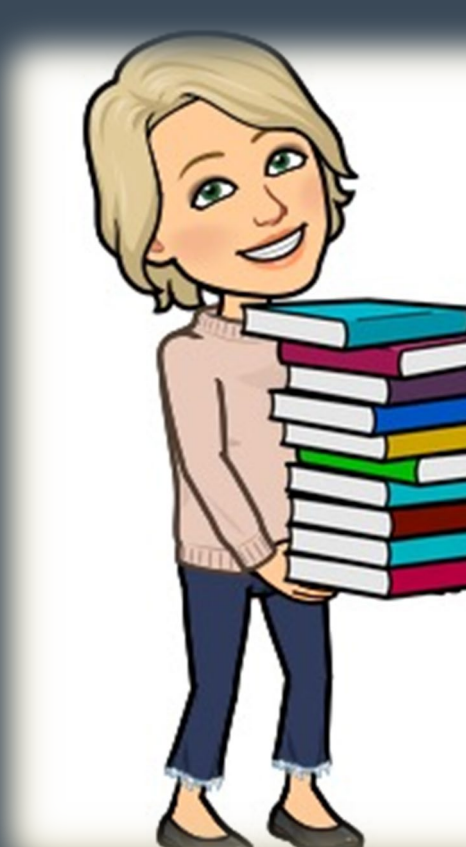
**Transformation Theory:** This theoretical view seeks to explain how people interpret what happens to them and to their frame of reference and how that determines their actions and their performance.

Villa, A & Calvete, E. (2001). Development of the Teacher Self-Concept Evaluation Scale and its relation to burnout. *Studies in Educational Evaluation*, 27, 239-255.

Johansen, M. U., & Remvig, K. (2016). A design-based research project on information literacy focusing on process, reflections and self-feedback. *Nordic Journal of Information Literacy in Higher Education - NORIL*, 8(1). <https://doi.org/10.15845/noril.v8i1.248>

Mezirow, J. (2001). Learning to Think Like an Adult: Core Concepts of Transformation Theory. In Taylor, E. & Cranton, P. (Eds.) *The handbook of transformative learning*. San Francisco, CA: Jossey-Bass, 73-96.

Van Amburgh, J., Devlin, J., Kirwin, J. & Qualters, D. (2007). A tool for measuring active learning in the classroom. *American Journal of Pharmaceutical Education*, 71(5), 1-8.



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