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

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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?

**INTERVENTION**

**Goal 1: Self-Efficacy**
1. Teacher Self-Concept Survey (Villa & Calvette)
2. Interview (based on Mezirow)

**Goal 2: Teaching Practice**
1. Teaching Observation using Active Learning Teaching Tool (Van Amburgh, et al)
2. Self-Reflection

Session Evaluations for each workshop will feed into the subsequent workshops so that content fits participant needs.

**Spring Semester**
1. Teacher Self-Concept Survey (Villa & Calvette)
2. Interview (based on Mezirow)

**Summer**
1. Teaching Observation using Active Learning Teaching Tool (Van Amburgh, et al)
2. Self-Reflection

**Fall Semester**
1. Teaching Observation using Active Learning Teaching Tool (Van Amburgh, et al)
2. Self-Reflection

**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.


