

## SCIL Works 2008 Poster Session

### ***Seeking the Balance: Pedagogy of Instruction Across the Disciplines vs. Scaffolding with Just-in-Time Search Skills***

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#### Objectives:

1. Identify effective pedagogies for developing library instruction across the disciplines
2. Recognize student learning styles
3. Examine student research behaviors and needs
4. Develop strategies to scaffold library instruction at the point of need

#### Abstract:

In the thirty-five years or so that those of us who have been around that long remember, the field of library science has explored various ways to provide meaningful library instruction. We have moved from library tours to workbooks to online tutorials and assessments and from orientations and bibliographic instruction to information literacy. In the age of Web 2.0, the question is if we need to modify the instruction we give based on student research patterns and needs. How do we balance course-related student learning outcomes with just-in-time instruction that gives students the assistance they want when they want it... on demand training to enable them with their online research.

The presenter will discuss the systematic development of their library's instruction across disciplines and the related pedagogical approaches for providing meaningful learning that influenced their choices. In juxtaposition to this approach, student-centered, just-in-time information needs require immediate assistance in how to effectively use specific library resources. In the Web 2.0 world, there needs to be a balance between broad learning theories focused on the organization of literature in the disciplines and skill-based training required to effectively use our resources. The author suggests that on-demand/just-in-time training can be scaffold to provide the best of both approaches.

Through a series of scenarios, the audience will be guided in transitioning student learning outcomes from a discipline-based instruction to just-in-time outcomes with assessments that fit in with program outcomes.