Instructional Strategies: Creative Teaching for Motivated Learners

The following outline offers suggested activities for presenting a multi-phase professional learning workshop on the topic of Instructional Strategies. We encourage you to adapt the materials, outline, and activities to meet the needs of your librarians! If you do lead a workshop on this topic, we'd love to hear about it and any additional suggestions you have to make the content meaningful for school librarians. Drop us a line at webinarSLC@abc-clio.com.

Outline

Part I: Prework - Motivate and Focus
Part II: Synchronous Session - Critical and Creative Thinking with Information Resources
Part III: Self-Study - Assessment Refresh
Part IV: Synchronous Session - Problem Solving Challenges
Part V: Continued Application - Keep It Going

Motivate and Focus

Objectives:

- Describe cognitive, behavioral, and emotional reasons that students might show disengagement in a library lesson and identify potential ways to find out if students might be experiencing these types of responses to learning.
- Suggest "instructional nudges" to support students' engagement in learning.
- Describe examples of instructional strategies offering connections that are authentic, relevant, or personally motivating for learners.

Time: About 60–90 minutes, self-guided

Materials:

- Resource List, items #1–4: "Adding Friction. A Librarian Asks, 'How Do I Get the 'Passive Middle' Engaged in Library Research?'," "Argument and Personal Efficacy: Authentic Process and Product," "Learning in the Community: Supporting Authentic Projects from the Library," and "Social Media Inspo: Authentic Digital Learning with Alternative Tools."
- Circle of Viewpoints, http://www.pz.harvard.edu/sites/default/files/Circle%20of%20Viewpoints_0.pdf

This set of readings and accompanying exercises should be completed by each participant before the first group session. During this work, the participants will consider ways to observe, gather information about, and motivate student engagement in library instruction. In total, the Prework should take about 60–90 minutes to complete.

Prework Activities

The following activities will help you to prepare for the first synchronous session with your colleagues.

Engaging the Passive Middle

1. Read the article, "Adding Friction. A Librarian Asks, 'How Do I Get the 'Passive Middle' Engaged in Library Research?" by Debbie Abilock. In this piece, Abilock examines why students might feel disengaged in classroom activities, including reasons that are behavioral, emotional, or cognitive.

2. In the article, Abilock suggests, "Rather than assuming that highly verbal students represent all students, we want to ask the quiet ones about their apathy in ways that don't feel intrusive, such as one-question exit tickets, short verbal exchanges, or quick reflection prompts." Such simple methods of checking in with learners may provide insight as to how learners are, or perhaps are not, engaging with material and activities. Abolick offers three examples of these check-ins: behavioral and participatory (creating a TikTok video partway through an assignment), cognitive (numbering topics of preference), and emotional (using hashtags #feelgood and #feelworried to describe feelings at the start of a project). Using these examples as a model, list 2–3 additional check-ins or informal assessments for each area—behavioral, cognitive, and emotional—that might help you learn about students' engagement during a given lesson. [*To Facilitators*: You might provide participants a link to a collaborative work space, such as Google Slides, a discussion board, or Padlet/digital sticky note space to share their work, or ask them to bring notes to the first session.]

3. The suggestions from Abilock above are intended to provide insight as to learners' state of being or perspective on a lesson or learning experience. Once we've gained that information, we can use it to strengthen engagement in library learning. One approach to applying that knowledge is what Abilock calls "instructional nudges," that is, simple, purposeful interventions that address potential reasons for disengagement. Below are four examples from the article, reorganized in chart form. What are "instructional nudges" that you use now, or would like to try in support of students' engagement in learning? Add on to Abilock's chart with 3–4 additional examples of "actions" and "purposes," using real circumstances that you have observed, approaches you've already tried, and/or new ideas. We'll share these nudges as part of our first Synchronous Session; if you are thinking of moments where you have observed students being less engaged but don't know a good strategy to try, bring these to the first session to share and problem solve together. [*To Facilitators*: As with Item #2 above, you might provide participants a link to a collaborative work space, such as Google Slides, a discussion board, or Padlet/digital sticky note space to share their work, or ask them to bring notes to the first session.]

Action: Positively connect with each student as they enter the library using a verbal or nonverbal greeting (e.g., acknowledge the student by name, express welcome, nod in approval).	**Purpose**: To increase each student's sense of social belonging and promote a positive classroom climate.
Action: Informally review engaged behaviors you have noticed as fruitful prior to beginning classwork.	**Purpose**: A precorrective description of behaviors reminds students of their autonomy, that they have the power to do what will help them feel successful and involved.
Action: Privately encourage individuals who have previously exhibited unengaged behaviors.	**Purpose**: To communicate your belief that the student is capable of becoming interested and involved this time.
Action: Offer behavior-specific praise as students work to reinforce the desired behaviors.	**Purpose**: Noticing students being successful rewards them and encourages their classmates to align their own efforts.

Authentic Applications

Another approach to strengthening engagement is to design learning processes and products that offer authentic, real-world application and experiences. Here are three examples; one elementary, one secondary, and one that spans grade levels, which create clear, meaningful connections between classroom learning and practical application:

- Elementary: "Learning in the Community: Supporting Authentic Projects from the Library" by Tom Bober
- Secondary: "Argument and Personal Efficacy: Authentic Process and Product" by Mary Boyd Ratzer
- All levels: "Social Media Inspo: Authentic Digital Learning with Alternative Tools" by Sherry Neal

In this final component of the Prework, select one of the three examples to read. List 2–3 goals, objectives, or standards represented in the lesson(s) which speak to students' connections or investment in that type of process or product. It might be helpful to consult the *National School Library Standards for Learners* for skills, verbs, and concepts: https://standards.aasl.org/wp-content/uploads/2017/11/AASL-Standards-Framework-for-Learners-pamphlet.pdf.

For example, students in the Neal article are: "Personalizing their use of information and information technologies" (Standard VI. D. 1.).

Come to the first Synchronous Session prepared to talk about the article that you selected and share some examples of learning goals or objectives.

Critical and Creative Thinking with Information Resources

Objectives:

- Practice discussion protocol for hearing new perspectives.
- Describe techniques for understanding reasons students might not engage in a learning experience and suggest "instructional nudges" for supporting and strengthening their engagement.
- Practice techniques for analyzing audio-visual primary sources.
- Discuss examples of authentic audiences for student learning processes and products.
- Analyze lessons incorporating authentic experiences, processes, and products.

Time: About 90 minutes

Materials:

- Presentation template (Google Slides)
- Resource List, items #5–9, "Why Use Audio-Visual Primary Sources" [7:56], "Benefits & Challenges" [7:06], "Analyzing Film" [5:15], "Analyzing Audio" [7:42], and "Problem-Based Learning: Activities to Motivate Independent Thinking."
- Links to sample primary sources:
  - For film, try this sample from the video lesson: https://www.loc.gov/item/00694183/ (Heise, William, Camera, Inc. "Corner Madison and State Streets, Chicago." Edison Manufacturing Co, 1897. Library of Congress., Thomas A. Edison, and Paper Print Collection). Follow along with the observations described by Tom, adding new ones, or select a different source from the Library of Congress. (For ideas, try Collections with Films, Videos: https://www.loc.gov/film-and-videos/collections/.)
  - For audio, try this sample from the video lesson: https://www.loc.gov/item/jukebox-126623/ (Porter, Steve, perf. "O'Brien's Automobile." Steve Porter. 1908. Library of Congress, National Jukebox). Follow along with the observations described by Tom, adding new ones, or select a different source from the Library of Congress. (For ideas, try Collections with Audio Recordings: https://www.loc.gov/audio/collections/.)

In-Person Session Outline:

1.	Icebreaker: Circle of Viewpoints	*16–18 minutes*
2.	Today's Agenda and Review of Prework: Instructional Nudges	*20 minutes*
3.	New Content: Audio-Visual Sources	*20–25 minutes*
4.	New Content: Authentic Learning and Authentic Audiences	*20–25 minutes*
5.	Conclusion and Looking Forward	*10 minutes*

Icebreaker: Circle of Viewpoints

"Circle of Viewpoints" is an exercise recommended in an optional article from the Prework. This exercise from Project Zero at the Harvard Graduate School of Education (http://www.pz.harvard.edu/sites/default/files/Circle%20of%20Viewpoints_0.pdf) gives learners simple but powerful prompts to use in examining topics or issues from multiple perspectives. Here, we'll warm up for today's learning by practicing this "thinking routine" (as Project Zero terms it) with some fun topics as the focus. We'll return to this strategy later and apply it to lessons in the library.

Instructions: Circle of Viewpoints

Break into groups of 3–4 people.

Pre-select a topic of interest to give all the groups or invite the group to select from a list. Keep it light for this activity: best flavor of ice cream, favorite exercise or fitness activity, digital books or print books as a personal preference, the starting quarterback or goalie of your city's major league sports team, or another engaging but fun subject of conversation. Choose one topic for all groups, so that perspectives can be shared, compared, and discussed at the end.

For the selected topic, invite each small group to follow these steps. Provide about 5–6 minutes for small group discussions.

Brainstorm a list of different perspectives.

Choose one perspective to explore, using these sentence-starters:

1. I am thinking of... [*the topic*] ... from the viewpoint of... [*the viewpoint you've chosen*]
2. I think... [*describe the topic from your viewpoint; be an actor—take on the character of your viewpoint*]
3. A question I have from this viewpoint is... [*ask a question from this viewpoint*]

Invite groups to share out the different perspectives that they explored. For about 6–8 minutes, discuss the following from the Project Zero instructions:

1. What kind of thinking does this routine encourage? (Provide this information, as follow-up or to encourage feedback: "This routine helps students see and explore multiple perspectives. It helps them understand that different people can have different kinds of connections to the same thing, and that these different connections influence what people see and think.")
2. When and where can it be used? (Provide this information, as follow-up or to encourage feedback: "The routine works well with topics and artwork that deal with complex issues. It also works well when students are having a hard time seeing other perspectives or when things seem like there are only two sides to an issue. The routine can be used to open discussions about dilemmas and other controversial issues.")

Transition to the Agenda and Prework Review.

Today's Agenda and Review of Prework

Begin the next segment with any introductory remarks, a roadmap for the session, and a quick review and sharing of the concepts introduced in the prework.

Prework Activity: Instructional Nudges

In this exercise, participants will share and reflect upon what they learned in the Prework, specifically items #2 and #3.

Begin with a refresher, e.g.: *For the Prework, we read the article, "Adding Friction. A Librarian Asks, 'How Do I Get the 'Passive Middle' Engaged in Library Research?" The author explored some ways to check in with learners to gain perspective on potential obstacles to engagement in learning. She offered some strategies to nudge learners toward stronger engagement.*

Next, allow time for participants to share their work for Item #2, e.g.: *Let's begin with the three types of check-ins that Abilock suggests: behavioral, cognitive, and emotional. You were asked to list 2–3 additional check-ins or informal assessments for each area. The goal of the check-ins is to help us learn about students' engagement during a given lesson.*

If you used a collaborative work space for this exercise, pull it up to demonstrate here, or invite participants to take out their notes. Lead a discussion of the ideas that everyone shares.

Move on to responses from Item #3, Actions and Purposes, e.g.: *Now that we have gained some understanding of what students are feeling and experiencing, let's talk about how to support them with "instructional nudges."*

Again, if you asked participants to post to a collaborative work space for this exercise, show that space on a screen at this point, or invite participants to take out their notes.

Lead a discussion of Actions and Purposes, e.g.: *What actions were listed, and with what purposes? Did anyone think of occasions in which you have observed students being less engaged and you haven't found a successful approach to draw them in? What suggestions might we offer?*

Transition to the next segment. Note that the last segment of the assigned Prework, in which participants read one of three articles about authentic learning, will be part of an activity later in this session.

New Content: Audio-Visual Sources

Keeping with the theme of keeping students interested and curious in learning, we move next to strategies for analyzing and discussing audio-visual primary sources. We'll hear from primary source expert and school librarian Tom Bober on why we might use primary audio-visual sources as part of inquiry. In a video segment, we'll view and listen to two examples that help illustrate the following:

> "[There are] two factors that are prevalent in many audio primary sources. First, there is sometimes a sense of story that is intended by the creator of the source... there is a sequence of events that take place over time, encouraging students to see unique moments in the recording, and possibly... a connected beginning, middle, and end. In addition to a sense of story or events depicted over time, audio sources have a stronger ability to convey emotion than print sources. Listening to a source encourages us to create a picture in our mind, specifically because there's nothing to see. Making that connection to images in our own mind may be what helps us to identify an accompanying feeling" (Bober 2018).

With that rationale of story and emotional pull as a foundation, we will learn instructional strategies that will draw learners' attention and keep them asking, observing, and building their capacity for inquiry across many types and formats of sources. Although our focus here is equipping learners for analyzing the unique characteristics of audio-visual primary sources, through prompts for visual analysis and opportunities for discussion, we'll also point out where protocols such as the Circle of Viewpoints exercise might be useful.

Activity: Analyzing Audio-Visual Primary Sources

Begin with a quick-write: invite all participants to write two lists. (Provide about three minutes for this exercise)

- A list of examples of audio-visual primary sources that they have used in teaching or would like to use
- A list of benefits to incorporating audio-visual primary sources into lessons in the school library

Facilitate a brief reporting on the quick-write, either as a group or in table groups/pairs. What were some examples? What benefits were described? Then, as a group, ask: What challenges have participants experienced, or might they anticipate, in using audio and video sources with learners? Then transition to the video for more on these topics.

View the video, "Why Use Audio-Visual Primary Sources" [7:56], by Tom Bober, part of the course, Audio-Visual Primary Sources.

Debrief by asking the participants: What example sources were given in the video? What reasons does Tom identify for using audio-visual primary sources?

For more discussion on introducing audio-visual primary sources to students, view the next video, "Benefits and Challenges" [7:06]. After the video, come back together for a brief follow-up, building on the debriefing from step #4 above: What other benefits were described? How could participants handle some of the challenges mentioned, such as students' unfamiliarity with analyzing audio and video, technology for accessing materials, and adequate time to view/listen?

Depending on the time you have for this session, you might consider dividing up into two groups, one for Analyzing Film and one for Analyzing Audio. The instructions for both topics are the same:

- View the video: "Analyzing Film" [5:15] or "Analyzing Audio" [7:42].
- See the sample video and audio sources in materials—follow along with the observations described by Tom and add new ones. To record your analysis, try Tom's three-column format on chart paper (as a group) or using individual documents. Create columns for Observations, Reflections, and Questions. Note Tom's suggestion to create bulleted lists within the columns.
- Discuss the analyses within the groups, making sure to pull back the lens to talk about how school librarians might apply these strategies in a lesson with students. Invite the participants to consider: What would you be ready to do? Where do you need more practice or information? How could

you apply a discussion protocol such as Circle of Viewpoints?

Building on these skills and strategies, think about applying these strategies in a collaborative lesson with a teacher. Share these instructions: To articulate your ideas, work with a group of 2–3 to create a 45-second "elevator pitch" to use in recommending analysis of film/video as part of an upcoming inquiry lesson or unit.

- Use examples from your curriculum (e.g., I was thinking that when we study state history next month, we might use some audio clips from the state library; or, you mentioned wanting to work on discussion skills with your class—I wonder if some video clips to talk about might be a good focus for practice).
- Organize your talk according to the elevator pitch arc: offer a hook, give concise and targeted information, and wrap it up with an action or invitation.
- Practice and then share out your pitches. Offer warm feedback!

Transition to the next section.

New Content: Fair Use Guidelines at School

When it comes to "authentic" learning in the school library, opportunities abound. What's more "authentic" than the in-demand skills of media and news literacy, the valuable tinkering and problem solving experience afforded by makerspaces, and agency cultivated in finding the materials, formats, and genres that serve an information need or speak to one's mind and heart? Authentic experiences might encompass topics and skills, processes and products, and audiences—all of which have the potential to pique and sustain learners' interest and growth.

"Sharing products with an authentic audience" is a learner competency within the AASL National School Library Standards Inquire Foundation (I. C. 4., AASL 2017). Authentic audiences allow students to share their voices and perspectives while feeling valued and heard, according to school librarian Anita Cellucci, who facilitates space and time in the library for poetry writing and a student wellness advisory group (Cellucci 2020).

In describing the rationale for having secondary level students create and share picture books with young readers, school librarian Courtney Pentland explains, "from my own experience, if I (and/or the classroom teacher) are the only people to view students' final products, they will put in effort to get a good grade, but providing them with an authentic audience inspires a greater level of investment and creativity" (Pentland 2021).

As Meg Boisseau Allison suggests, "The library can become a model for our school communities in how to involve all stakeholders by inviting their voices into civil dialogue and conversation" (2021). To work toward this idea of model space for authentic reflection and action, Meg asserts that school librarians must look closely at factors that open, or close, students' access to the library. As she describes, "an authentic audience does not need to be fabricated in an ecosystem that centers equity and inclusion."

With outcomes of belonging, investment, creativity, and inclusion in mind, let's explore some practical examples and strategies for fostering authentic learning experiences in the school library. In the Prework for this session, participants selected one of the three articles:

- Elementary: "Learning in the Community: Supporting Authentic Projects from the Library" by Tom Bober
- Secondary: "Argument and Personal Efficacy: Authentic Process and Product" by Mary Boyd Ratzer
- All levels: "Social Media Inspo: Authentic Digital Learning with Alternative Tools" by Sherry Neal

In the next activity, we'll revisit those readings.

Activity: Get Real: Favorite Lessons for Authentic Learning

View two short segments from the webinar, "Problem-Based Learning: Activities to Motivate Independent Thinking," presented by Jacquelyn Whiting and Dee Lanier, from timestamp 7:41–8:50 (defining problem-based learning, or PBL) and 15:04–16:03 (describing how PBL gives students agency in a world full of problems that need solutions). Share a debrief: What themes did participants observe? Were any goals or concepts similar to those presented just now (in the activity introduction) or in the readings?

Invite participants to form groups according to the Prework article that they selected and read. Spend about 5–7 minutes revisiting the article and sharing responses to the Prework activity: listing 2–3 goals, objectives, or standards represented in the lesson(s) which speak to students' connections or investment in that type of process or product. As noted in the Prework, it might be helpful to consult the *National School Library Standards for Learners* for skills, verbs,

and concepts: https://standards.aasl.org/wp-content/uploads/2017/11/AASL-Standards-Framework-for-Learners-pamphlet.pdf. For example, students in the Neal article are: "Personalizing their use of information and information technologies" (Standard VI. D. 1.). Ask participants to be ready to share the format and content of the lesson (or a favorite, if several were described), the standards alignment (which will be familiar across all grade levels), and why this lesson is a good fit (or not!) for authentic learning at that particular grade level, or the grade level you teach.

Conduct a jigsaw-inspired sharing of ideas. Re-group with one participant who read each article. Have participants share the items from #2 above: the general format and content of the lesson (or a favorite, if several were described), the standards alignment (which will be familiar across all grade levels), and why this lesson is a good fit (or not!) for authentic learning at that particular grade level, or the grade level you teach.

Reconvene for a wrap-up. Ask for volunteers to tell the group, or have everyone write down, something from the discussion on authentic learning that they will try "someday" (as in, at some point in the future) and something they will try "Monday" (that is, something to implement right away).

Following this activity, transition to the wrap-up.

Looking Forward

As time allows, open the floor or lead some synthesis of today's learning. Provide any concluding remarks, then look ahead to the self-study and second session. Provide a short preview of the second synchronous session and resources for reference during the upcoming self-study segment. Distribute and collect/provide link to submit session evaluation forms. Thank everyone for their active participation!

Assessment Refresher

Objectives:

- Describe what assessment looks like and aims to do (or provide) for student learning in the school library.
- Provide examples of formative assessment in school library learning experiences.
- Reflect on previously implemented assessment strategies and consider ways to improve in timeliness, reflective qualities, and authentic nature of the assessment methods.
- Provide examples of summative assessment using the REACTS taxonomy.

Time: About 2–3 hours, self-guided, over the course of 1–3 months

Materials:

- Resource List, items #10–15: "What Do We Mean By Assessment in the Library?" "Past Assessments Reflection and Tools and Strategies for Formative Assessment," pages 2 and 7 of "Workshop Packet: Assessing to Empower Learners," "The REACTS Taxonomy, "page 11 of "Course Packet," "Motivation through Summative Assessment" [8:26], "Teaching in the Zone: Formative Assessments for Critical Thinking," and "Dynamic Data and Assessment."
- Empire State Information Fluency Continuum Website, https://slsa-nys.libguides.com/ifc/reacts
- Optional: For more about assessment in the school library, view the lessons and explore the accompanying activities in the full course, Stripling, Barbara K. "Assessing to Empower Learners." School Library Connection, ABC-CLIO, November 2019, https://schoollibraryconnection.com/Content/Course/2228068?learningModuleId=2228067&topicCenterId=2247903.

Self-Study Instructions: Assessment Refresher

1. View the video, "What Do We Mean By Assessment in the Library?" [3:38].
2. Take a look at the handout, Past Assessments Reflection. Think about 3–4 assessments that you have facilitated previously in the school library. List them on the chart, and then reflect, using prompts from the video: Were the assessments timely? Were they reflective? Were they authentic? If not, how could they be improved to increase their efficacy as a tool for student learning? Record your responses and prepare to share some reflections during the next Synchronous Session.
3. Next, look at the chart, Tools and Strategies for Formative Assessment. You'll read and refer to two articles to help you fill out the chart:
    1. In "Teaching in the Zone: Formative Assessments for Critical Thinking," Leslie K. Maniotes applies the concept of formative assessment to the arena of critical thinking skills, taking a close look at how observation can be an effective tool.
    2. And in "Dynamic Data and Assessment," Cynthia Stogdill and Lynn Kleinmeyer share some "no-tech" and "yes-tech" tools to help quickly visualize where students stand in their learning.
4. After reading the two articles, use the table to list some of the formative assessment strategies or tools you'd like to try in your library and/or share with teachers at your school.
5. Let's conclude with an examination of summative assessment, applied through a tool called the REACTS Taxonomy. First view the video, "Motivation through Summative Assessment" [8:26]. In this lesson, presenter Barbara Stripling gives the example of writing a resume for Benjamin Franklin to illustrate an innovative way for students to show what they learned in an inquiry process. For a closer look at REACTS, view the REACTS Taxonomy slide (listed as Handout).
6. Then, using the table on page 11 of the Course Packet and the examples listed on the Empire State Information Fluency Continuum Websites (https://slsa-nys.libguides.com/ifc/reacts), brainstorm some ideas for student learning activities for each level of the REACTS Taxonomy. You might use some ideas from Tools and Strategies for Formative Assessment. Prepare to share your ideas during the next Synchronous Session.

Problem Solving Challenges

Objectives:

- Discuss strategies for formative and summative assessment of student learning, including the application of the REACTS Taxonomy.
- Identify and discuss skills and dispositions common to both gaming environments and academic expectations.
- Give examples of design challenges and makerspaces with challenge-based learning activities.
- Create a design challenge.

Time: About 90 minutes

Materials:

- Presentation template (Google Slides)
- Mad Libs handout

- Materials for design challenge practice:
  - LEGO challenges: list on a white board or index cards something to create out of LEGO bricks in a certain time period. Examples: a rainbow, your school, a playground, something made of (one color), a 3-D shape (cylinder, cube, etc.), a vehicle, etc.
  - Recreate a scene from a picture book. Provide favorite books and materials such as play-dough, popsicle sticks, pipe cleaners, paper, markers, crayons, LEGOS, or blocks.
  - Repurpose magazines, weeded books, or other circulars, extra art materials, or scrap paper into a kindness card.
  - Create a straw and tape tower, marshmallow and spaghetti noodle castle, or other building, given materials and time limit that you decide.
- Resource List, items #17–22, "Creating a Good Design Prompt," page 7 of the "Challenge-Based Makerspaces Course Packet," "Games Make Us More Creative Problem Solvers" [6:24], "Introduction" [0:46], "Gamification," "Challenge-Based Learning and Design Challenges" [6:25], and "Examples of Design Challenges" [6:35].

Outline:

1. Welcome and Icebreaker *10 minutes*
2. Reviewing the Self-Study *20–25 minutes*
3. New Content: Games for Learning *20–25 minutes*
4. New Content: Challenge-Based Learning *20–25 minutes*
5. Conclusion and Looking Forward *5 minutes*

Welcome and Icebreaker

Game Time: Mad Libs

Invite the group to break into teams of two. Distribute the "mad libs" fill-in-the-blank paragraph or create your own using your school or library department mission statement. Ask one group member to be the recorder. This person will tell their partner the type of word needed (noun, verb, etc.) and fill in the partner's responses. It's ok to be silly or creative! This is a warm-up and a chance to get your creativity going.

Then have the pairs read their "story" together or read out loud to the whole group. If you use the provided template, explain that the source of the story is Matthew Winner's Video Games for Learning course from the segment "Games Make us More Creative Problem Solvers," and that we'll come back to the "real" text shortly.

Share some favorite or funny responses, and transition to the review of the Self-Study.

Activity: Reviewing the Self-Study

In the Self-Study, participants examined strategies for formative and summative assessment of student learning. For this review segment, break into groups of two for a Think-Pair-Share on two written responses from the Self-Study: (1) reflecting on previous formative assessments and (2) thinking of ways to apply the REACTS Taxonomy.

For the "think" phase, have participants revisit their own responses, then turn to their partners to "pair"—exchange responses and provide feedback to one another. Finally, join pairs into groups of four for the "share" phase, when all four members discuss the two activities.

Prompts for Past Assessments Reflection: What were some of the assessments that you listed? What was the context, and what were some results? What were some insights regarding the timely, authentic, and reflective qualities of the assessments?

Prompts for The REACTS Taxonomy: What are examples from each level of the taxonomy? Which were more challenging to find or think of? Can you identify a level or levels of the taxonomy where the majority of your learning activities would fit? Are there levels where you could build your repertoire? What were favorite example activities of the group?

Come together to transition to the next segment. If time allows, invite a representative from each group of four to share some common themes, muddy points, or questions.

New Content: Games for Learning

Video games, or gaming more generally, offer tantalizing quests, sticky challenges, and problem-solving galore for learners anywhere and everywhere. Gaming, gamification, and game-play can be introduced into the library space and into library instruction in small ways (e.g., quiz games for library skills or board games for casual play), regular programming (e.g, gaming clubs and events), and more structured and inventive large-scale activities (such as breakouts and escape rooms, scavenger hunts and missions, and story-based roleplay games).

Depending on one's level of expertise, familiarity, and comfort with games and gaming, librarians might approach gaming or game-based learning with a wary eye or open arms. Here, we'll start small and simple, thinking about some reasons that games and game-based activities might motivate learners, followed by the discussion of some examples and riffs on games that you can use today.

Matthew Winner provides the following academic connections to skills and dispositions of games and gaming:

- Games make us more productive
- Games make us more creative problem solvers
- Games improve perseverance
- Games build resource management skills
- Games give us community affinity

In the next activity, we'll dig into these aspects of gaming and see how we might harness that potential for student learning.

Activity: Why Games?

View the video, "Games Make Us More Creative Problem Solvers" [6:24] from the course Video Games for Learning by Matthew Winner.

In addition to problem-solving, games have other potential learning connections and outcomes for student learning. In the article "Why Video Games Matter," Matthew Winner lists these outcomes of games:

- Games make us more productive
- Games make us more creative problem solvers
- Games improve perseverance
- Games build resource management skills
- Games give us community affinity

In a brief discussion, explore these possibilities for gaming and learning. Break into small groups and assign each group one of the above outcomes. What examples can they think of to support each idea? What questions do they have? Share out, with additional support from the article (if needed). If participants are interested in learning more about their assigned "skill," they may be interested in viewing the accompanying video segments from the course, Video Games for Learning.

Next, brainstorm responses to chart below, either in the same small groups or as a whole group. Provide Winner's article "Gamification" to consult, if helpful, or for future reference.

Finally, do a round-robin sharing of games that participants are using now in the library or would like to try. Consider some match-making: who knows a game and who wants to learn it.

Transition to next segment, Challenge-Based Learning.

Breaking Down Gamification in the Classroom			
Concept	**In gaming**	**In education**	**So maybe . . .**
One new skill at a time			
Not before you're ready			
Moving forward takes failure			
The "accepted reality" can change			
It's different when we work together			

Epic bosses			
Leave motivation for the completionists			

Table source: Morris, Rebecca J. "Video Games for Learning: Breaking Down Gamification Concepts." School Library Connection, September 2021, https://schoollibraryconnection.com/Content/Course/1985413?learningModuleId=1980803&topicCenterId=2247903.

New Content: Challenge-Based Learning

Design challenges and challenge-based makerspace experiences can inspire students' creativity, provide tactile and novel ways to interact with learning materials, grow their problem solving skills and persistence, and build collaborative competencies and dispositions, from listening skills to incorporating new perspectives.

In this last segment, we'll learn about opportunities for what some libraries might call "passive programming"—that is, games, investigations, and explorations that don't require the consistent guidance of a teacher or librarian. But there's nothing passive about these fun and compelling opportunities for learning. Perhaps self-initiated or self-directed are more apt terms—see what you think once you've had a chance to view some ideas and consider how you might implement them in your library.

Activity: Accept the Challenge

View the video, "Challenge-Based Learning and Design Challenges" [6:25] from the course, Challenge-Based Makerspaces by Diana Rendina.

Set up a design challenge for your participants. Depending on the space and materials that you have available, consider these options:

1. LEGO challenges. List on a white board or index cards something to create out of LEGO bricks in a certain time period. Examples: Rainbow, your school, a playground, something made of (one color), a 3-D shape (cylinder, cube, etc.), a vehicle, etc.
2. Recreate a scene from a picture book. Provide favorite books and materials such as play-dough, popsicle sticks, pipe cleaners, paper, markers, crayons, LEGOS, or blocks.
3. Repurpose magazines, weeded books, or other circulars, extra art materials, or scrap paper into a kindness card.
4. Create a straw and tape tower, marshmallow and spaghetti noodle castle, or other building, given materials and time limit that you decide.

View the video, "Examples of Design Challenges" [6:35].

After the video, invite participants to brainstorm a design challenge for their school libraries. It might be helpful to divide up by grade-level groups for this exercise. Use the ideas from the video, with the resources listed below for additional inspiration. To think through the planning of the design challenge, use the graphic organizer, Creating a Good Design Prompt on page seven of the Challenge-Based Makerspaces Course Packet.

Share out your ideas to the whole group. Whose ideas are ready to go "tomorrow"? Who feels like some extra tweaking or thinking might be helpful? Can the group offer any feedback to make the idea stronger?

Conclusion and Looking Forward

Wrap up the session with instructions on next steps, including support for planning to continue learning and sharing knowledge about instructional strategies. Thank everyone for their contributions and provide a session evaluation form.

Keep It Going

Objectives:

- [Add here objectives specific to your district or school]

Time: Varies

Materials: Varies

There are many ways to continue following up with the concepts covered in this workshop over the course of the year. Determine what works best for your community of librarians to help them actively apply and reflect on their own learning.

Suggested Follow-Up Activities:

- Plan a workshop for teachers or parents on how school librarians and teachers are applying the strategies explored in this workshop; consider working with parent-teacher organization or association, if your school has one.
- Develop a lesson plan, online module, or makerspace kits applying the strategies learned in this workshop.
- Invite participants to share a regular schedule of written reflections, a journal or log, or other response on their interactions, lessons, and experiences related to instructional strategies.
- Rotate posting lesson tips and resources to a district library blog, social media account, or website.

Suggested Resources from School Library Connection

Additional resources on primary sources (AV and beyond):

Bober, Tom. "Growing Up in a Misinformed World: Preparing to Engage with 21st-Century News by Reading Historic Newspapers." School Library Connection, August 2017, schoollibraryconnection.com/Content/Article/2120927.

Bober, Tom. "Primary Sources: Encouraging Elementary Students to Learn and Wonder." School Library Connection, January 2019, schoollibraryconnection.com/Content/Article/2186194.

Williams, Connie. "Bridging Time with Primary Sources." School Library Connection, November 2016, schoollibraryconnection.com/Content/Article/2046614.

Additional resources on authentic audiences and learning opportunities:

Allison, Meg Boisseau. "Regenerating Authentic Audiences in the Heart of School Libraries." School Library Connection, May 2021, schoollibraryconnection.com/Content/Article/2262956.

Cellucci, Anita M. "Impacting Community through Student Voice." School Library Connection, May 2020, schoollibraryconnection.com/Content/Article/2245794.

Pentland, Courtney. "Student Content Creators: Empowering Connections." School Library Connection, March 2021, schoollibraryconnection.com/Content/Article/2262644.

Additional resources on design challenges, challenge-based makerspaces, and makerspace activities in a remote learning environment:

Brown, Stacy, Maggie Melo, and Leslie Preddy. "Makers Gonna Make: Maker Ed in Remote/Hybrid Learning Environments." School Library Connection, October 2020, schoollibraryconnection.com/Content/Webinar?LearningModuleId=2256530&topicCenterId=2247903.

Kramer, Kym. "Strike the Match! Light the Spark! Young Game Designers Challenge." School Library Connection, May 2019, schoollibraryconnection.com/Content/Article/2145395.

Moorefield-Lang, Heather, and Ida Mae Craddock. "Technology Connections. Games for Building Community." School Library Connection, June 2021, schoollibraryconnection.com/Content/Article/2265307.

Rendina, Diana L. "How to Run an Awesome Makers Club in Your Library." School Library Connection, September 2018, schoollibraryconnection.com/Content/Webinar/?learningModuleId=2173783&terms=design+challenge&topicCenterId=2247903&citeId=2.

Tazerouti, Jennifer. "Bridging Books and STEM with Design Challenges." School Library Connection, May 2019, schoollibraryconnection.com/Content/Article/2145394.

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