## Why not take a scientific approach to teaching information literacy skills?

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Having someone observe your classes can seem terrifying. A peer coach using the best evidence based pedagogy will help your students learn more of what they need to know. And it can improve your teaching too.

Studies have shown that students retain more when the lessons engage them. Active learning helps all students learn and succeed – especially minorities, like students from low income families and women (C. E. Wieman, 2014).

We applied resources developed for teaching science to non-majors in large classes to our one shot information literacy sessions in libraries. We have adopted techniques developed from a nationally calibrated inventory of effective teaching methodology (the Teaching Practices Inventory or TPI) to improve our instruction (C. Wieman & Gilbert, 2014).

The same people who developed the TPI also developed a classroom observation model that we use as part of a peer coaching program (Smith, Jones, Gilbert, & Wieman, 2013). The process results in a mix of qualitative and quantitative data about what you and your students are doing. Armed with this information you can clearly see if and where you have room for improvement.

Consider using this model if you are required to evaluate your classroom instruction or if you want to improve the effectiveness of what you are doing. In our institution, we were able to use the information gathered to help with contract renewals and end of year evaluations and to successfully demonstrate our value to education.

## Example of Classroom Observation Protocol for Undergraduate STEM

results from lecture-focused session

results from active learning lesson



















