Tips for the Trainer of Library Courses

Tomas Allen & Jenny Lopez

Tuesday 5 July 2011

9:00 – 12:00
EAHIL Workshop – Istanbul, Turkey

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Why Training Tips ?

- Time limitations - in 2 ½ hours, we cannot learn to become trainers (but we will give it a try!)

- Training Tips can help us to learn from each other

- Mix and match – You can select what works for your courses and what works for you

- The best tips are probably among the participants of today's course

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Objectives

- Design and deliver learning initiatives based on adult learning approaches

- Plan and deliver workshops to maximize creativity in a enjoyable environment.

- Demonstrate techniques and "tricks of the trade" associated with effective learning

Tip # 1 – Getting everyone on the same page

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Peer learning

- You have experiences

- You can share those experiences

- You can teach and learn

- Teaching is learning

Tip # 2 – Use the resources staring back at you!

Your Workshop Participants!

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Tip # 3 - The power of a name

- Introduce yourself please;

  - 1) Name
  - 2) Country of origin
  - 3) Work environment – Do you teach? Main audience – students, researchers, general public? Formal or informal?
  - 4) What is your favourite fruit?

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If your name appears on the screen…

- Share an experience by answering any of these questions or by sharing a training experience
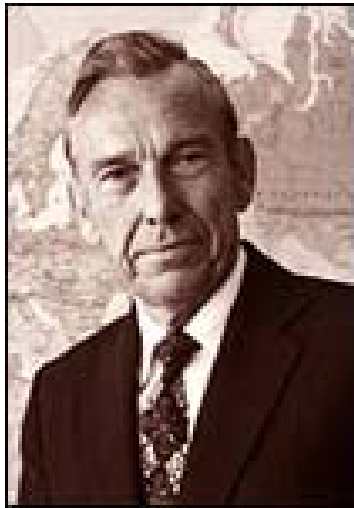
My best teaching moment was….

My worst teaching moment….

How I improved a course…
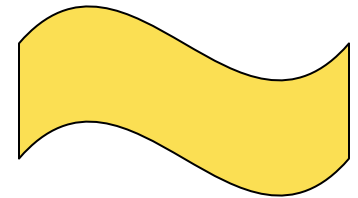
What I would do different the next time I taught a course ….

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Who's on a first name basis?

Tomas

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Tip # 4 - Know your audience!

- Main subject interests

- Previous library training / library skill level

- Age – language – Education level

But also

- What have they published / researched

- Previous work experience

- Unrelated to work "what is their favourite fruit?"

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Tip # 5 - Runners /Assistants

- Let's the trainer train – Runners / Assistants are vital to deal with technology, computers not signing in, participant on the wrong page, need extra copies of handouts and anything else

  When possible use Runners/Assistants whether formally or informally

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How Runners/Assistants help

1. Quick assistance to other participant
   How do I get to the PubMed page?

   Jenny

2. Quick look ups for missing information
   Are all journals in PubMed peer-reviewed?

3. Note taking - register questions for later answering
   How many journals in PubMed are peer-reviewed?

When using participant volunteers
***********Be careful NOT TO OVEREXTEND ***********

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Quality Improvements

- Runners/Assistants will notice things from a participant's perspective

- Ask Runner/Assistants to record changes that you will make in future courses (When teaching, trainers cannot always note things)

- An ideal environment for Runners/Assistants to learn by co-teaching

Helena

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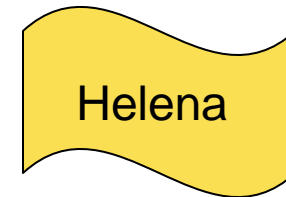
Tip #6 - Peer Learning

- The best trainers might be in the class

  – Recognize those you are teaching have skills, talents and ideas to share

  – Capitalize on those resources by asking for feedback

  – Accept that you don't have all the answers.

  – Disagreeing is okay.

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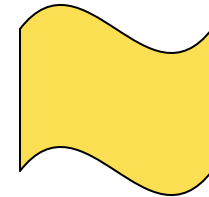
Divide the class into 4 Categories

- What are the learning styles?

- Activist

- Theorist

- Pragmatist

- Reflector

Activist

- Activist learn by doing. They need to get their hands dirty to dive in with both feet first. They have an open minded approach to learning; involving themselves fully and without bias in new experiences

Theorist

- These learners like to understand the theory behind the actions. They need model, concepts and facts in order to engage in the learning process. Prefer to analyse and synthesis, drawing new information into a systematic and logical theory

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Pragmatist

- Pragmatists need to be able to see how to put the learning into practice in the real world: Abstract concepts and games are of limited use unless they can see a way to put the ideas into action. Experimenters; trying new ideas ,theories and techniques to see if they work;

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Reflectors

- Reflectors learn by observing and thinking about what happened. They may avoid leaping in and prefer to watch from the sidelines. Prefer to stand back view experiences from a number of difference perspectives, collecting data and taking the time to work towards an appropriated conclusion.

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Upper left: **Pragmatists**
    Lots of involvement

Lots of productive interaction

Purposeful movement

Lower left: **Theorists**

Little movement or active involvement

Pondering and introspection

Focused energy

Upper right: **Activists**

Interactive learning

Group work

Communication & virtual

classroom

Lower right: **Reflectors**

Problem based learning

Presentation of content from a variety
    of perspectives

Discussion groups – time to reflect
    before contributing

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As a teacher recognize your style of learning and balance with other styles

Pragmatists

Direct Application

Case studies

Problem solving

Discussion

Theorists

Models

Statistics

Stories

Theories

Activists

Group work

Competitions

Role-playing

Puzzles

Reflectors

Discussion groups

Questionnaires

Coaching

Observing activities

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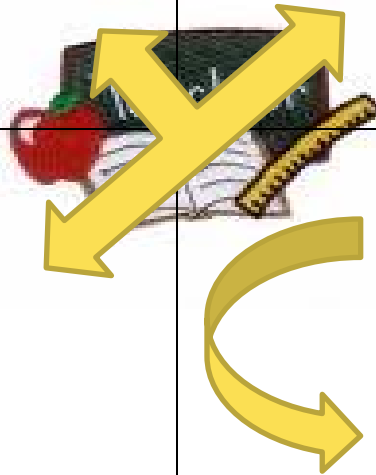
Tip # 7 Teach using all 4 styles

- **Review your courses on a regular basis**
  - Things get stale

- **Include at least two different styles in each course**
  - variety is the spice

- **Adjust as you teach**
  - Read the crowd

- **Have a backup plan (Plan B, Plan C & Plan D)**
  - If things will go wrong – they probably will

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Tip # 8 – Adapt Course lengths

- How many have courses that are (Raise hand)
    - ☐ Less than 30 minutes
    - ☐ 30 – 60 minutes
    - ☐ 60 – 90 minutes
    - ☐ 2 hours
    - ☐ Half day
    - ☐ Full day
    - ☐ Longer?

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Different Lengths

- **30 minute Coffee Break Sessions**
  - Popular with the busy crowd

- **60 - 90 minutes**
  - Maximum length without a break

- **Half Day**
  - Requires a variety of teaching styles / techniques

- **Full Day**
  - Big time commitment for participants
  - No show rate / drop out rate high

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Think outside the box

- In-Depth Searching Course for Systematic Reviews

- Spread over 5 days but only 1 hour per day
  - Early morning works best
  - No hands-on, but participants are expected to do "homework assignment" for the first four sessions
  - End product on day 5 is search strategy
  - Participant missing one session can catch up taking the class with the next cohort of participants.

Drora

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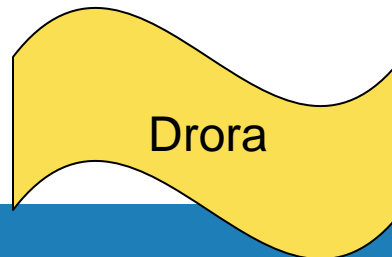
Tip # 9 –Hands-On Computer Training.

Participants like hands-on and in order to learn..however

1) Logistics (are computers always available)

2) Network problems

3) Varying level of computer skills

4) Computer problems distract the trainer

4) Worst of all is……

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Hands-On = Email, Facebook, Twitter..

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Dealing with hands-on computer training

Reduce or remove hands-on computer "distractions" by

1) Substituting with assignments outside course time

2) Participants work in pairs / triples

3) Using laptops and ask people to lower their screens when not doing hands-on sections
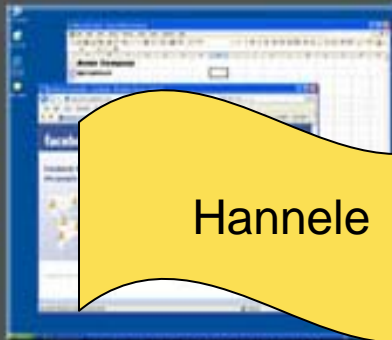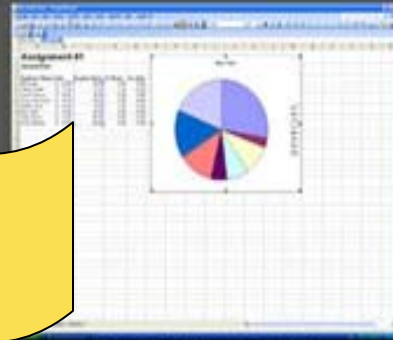
4) Threaten to display user's screen at any moment.

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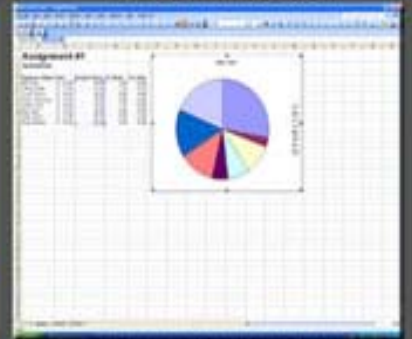
10 - Case Studies - Critiquing assignments

- Learning is a shared experience

- Use Case Studies or actual examples from participants

- Encourage an environment of group improvement

1. What is good about the search strategy?

2. What could be improved in the search strategy?

3. How would you improve on the search strategy?

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Instructions

- Break into groups of two's

- Review the search strategy on the PINK sheet

- Make at least 2 recommendations on how you would improve on this search strategy

- We will regroup in 5 minutes to share our results.

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The regime of nevirapine, stavudine and lamivudine is widely used as first-line therapy, and is recommended as such by the World Health Organization for low-resource countries.

Objectives

To examine the efficacy of the stavudine, lamivudine and nevirapine regimen for the treatment of HIV infection and AIDS in adults.

PubMed Search Strategy

(HIV OR HIV INFECT* OR HIV-1 OR HIV-2 OR ACQUIRED IMMUNODEFICIENCY SYNDROME) AND (STAVUDINE OR LAMIVUDINE OR NEVIRAPINE)

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HIV Infect* misses the MeSH explosion

- **HIV Infections**
  - Acquired Immunodeficiency Syndrome
  - AIDS Arteritis, Central Nervous System
  - AIDS-Associated Nephropathy
  - AIDS Dementia Complex
  - AIDS-Related Complex
  - AIDS-Related Opportunistic Infections
  - HIV-Associated Lipodystrophy Syndrome
  - HIV Enteropathy
  - HIV Seropositivity
  - HIV Wasting Syndrome

This is a citation that would have been missed

1: AIDS. 1999 Dec 3;13(17):2489-90.

Effect of tuberculosis therapy on nevirapine trough plasma concentrations.

Dean GL, Back DJ, de Ruiter A.

MeSH Terms:
- AIDS-Related Opportunistic Infections/complications*
- AIDS-Related Opportunistic Infections/drug therapy*
- Antibiotics, Antitubercular/administration & dosage
- Drug Interactions
- Humans
- Nevirapine/administration & dosage
- Nevirapine/blood*
- Reverse Transcriptase Inhibitors/administration & dosage
- Reverse Transcriptase Inhibitors/blood*
- Rifampin/administration & dosage
- Tuberculosis, Pulmonary/complications*
- Tuberculosis, Pulmonary/drug therapy*

Stavudine

- Entry Terms for Stavudine :
    - 2',3'-Didehydro-3'-deoxythymidine
    - 2',3' Didehydro 3' deoxythymidine
    - 2',3'-Didehydro-2',3'-dideoxythmidine
    - D4T
    - Stavudine, Monosodium Salt
    - Zerit
    - Bristol-Myers Squibb Brand of Stavudine
    - Bristol-Myers Brand of Stavudine
    - BMY-27857
    - BMY 27857
    - BMY27857

Tip # 11 - Repeat – Debrief - Recall - Test

- How many in the class have some method to test the participants?
    - 1 Repeat – can participants parrot back what you just taught
    - 2 Debrief - at the end of the course/day can they recapitulate what they learned
    - 3 Recall – remembering the previous day's lesson
    - 4 Test – Hand-in assignment – do you assign homework?

Tip # 12 Keeping a folder of interesting examples

- Kaczorowski M, Kaczorowski J; Ice cream evoked headaches. Ice cream evoked headaches (ICE-H) study: randomised trial of accelerated versus cautious ice cream eating regimen. BMJ. 2002 Dec 21;325(7378):1445-6.

- Manual versus powered toothbrushes. The Cochrane review. (January 2003) The Cochrane Collaboration Oral Health Group provided a systematic review of the effectiveness of powered versus manual toothbrushes, which generated much interest in the popular press.

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Tip # 13 Use of Pictures, Images and Themes

- Liberal use of pictures in training materials can be very helpful in conveying the right message.

- Using pictures and images span the language barriers when teaching participants whose first language is not the instruction language
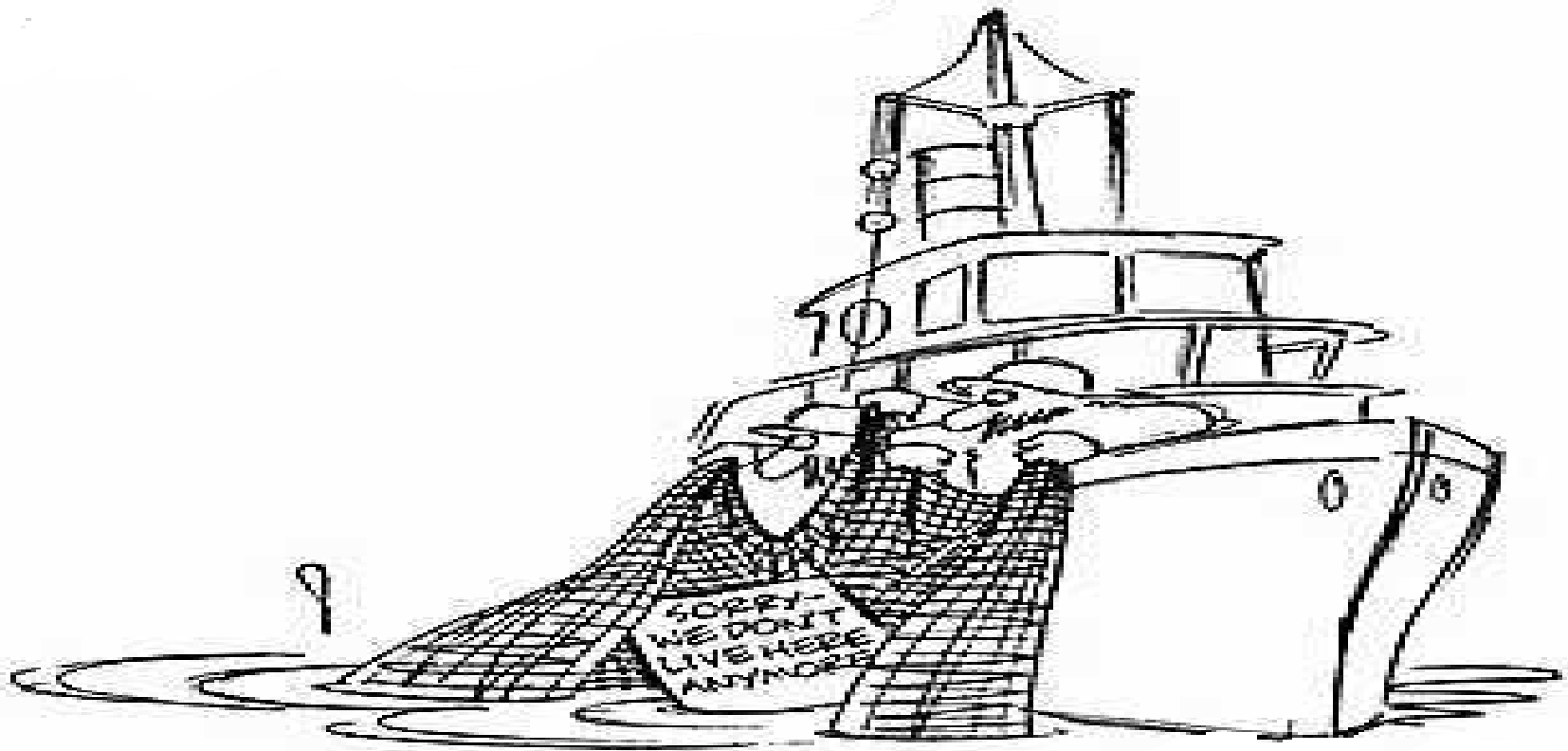
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Pictures reinforcement - Let's go fishing
Select the YELLOW sheet

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Search Strategy too limited

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Comprehensive and Exhaustive searching

Seek expert advice from a Librarian

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Using Controlled Vocabulary

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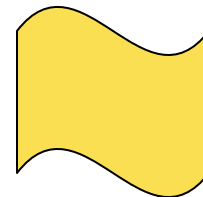
Testing your search strategy

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Customized Search Strategies for Different Databases

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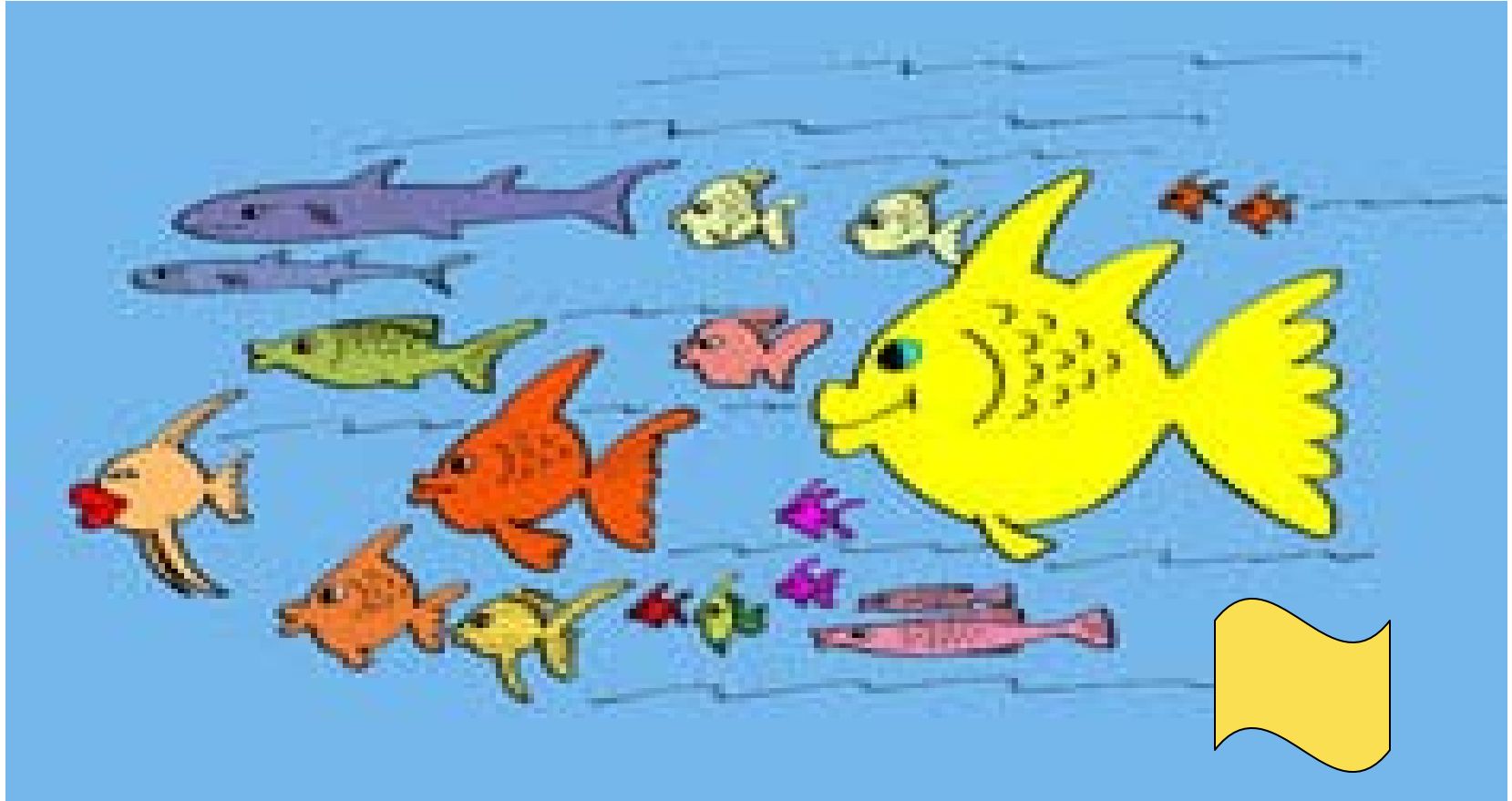
Locating Grey literature

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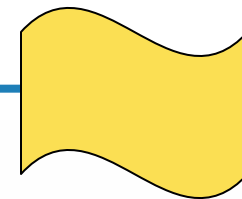
Checking Reference List
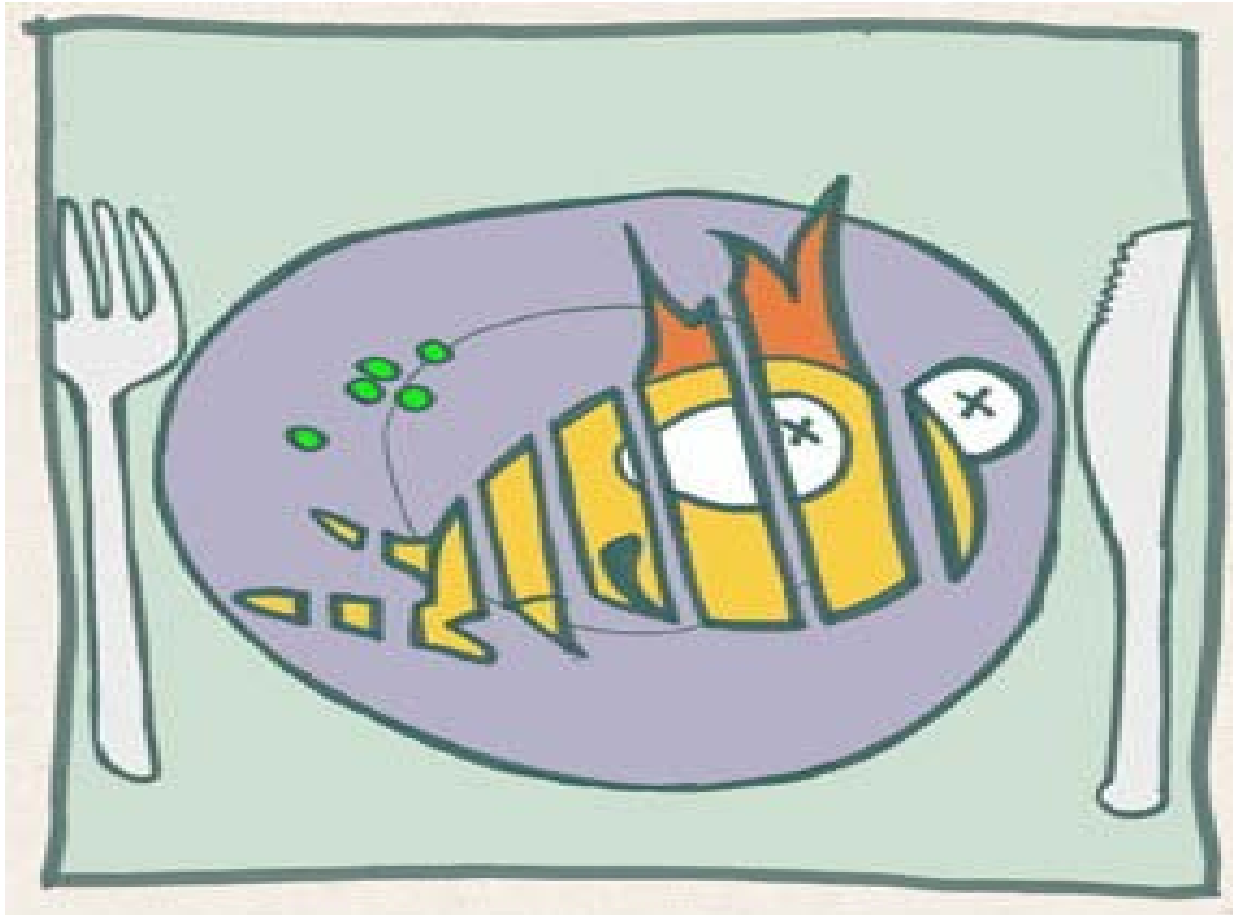
Searching the Invisible Web

Using Search Engines

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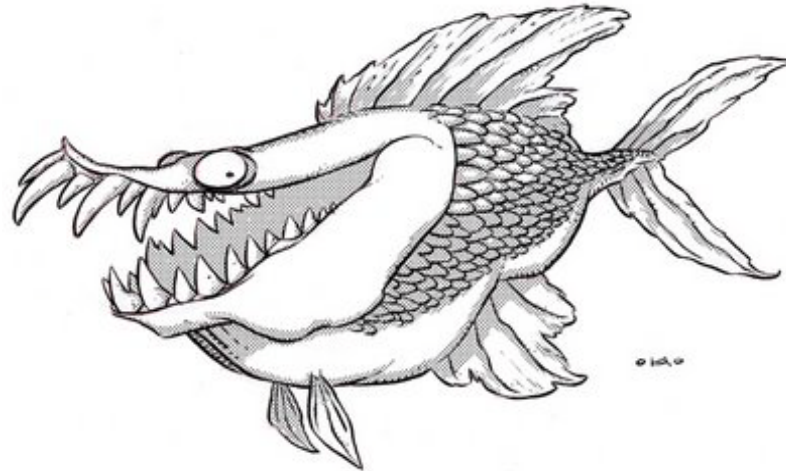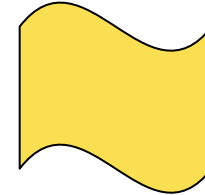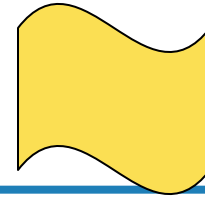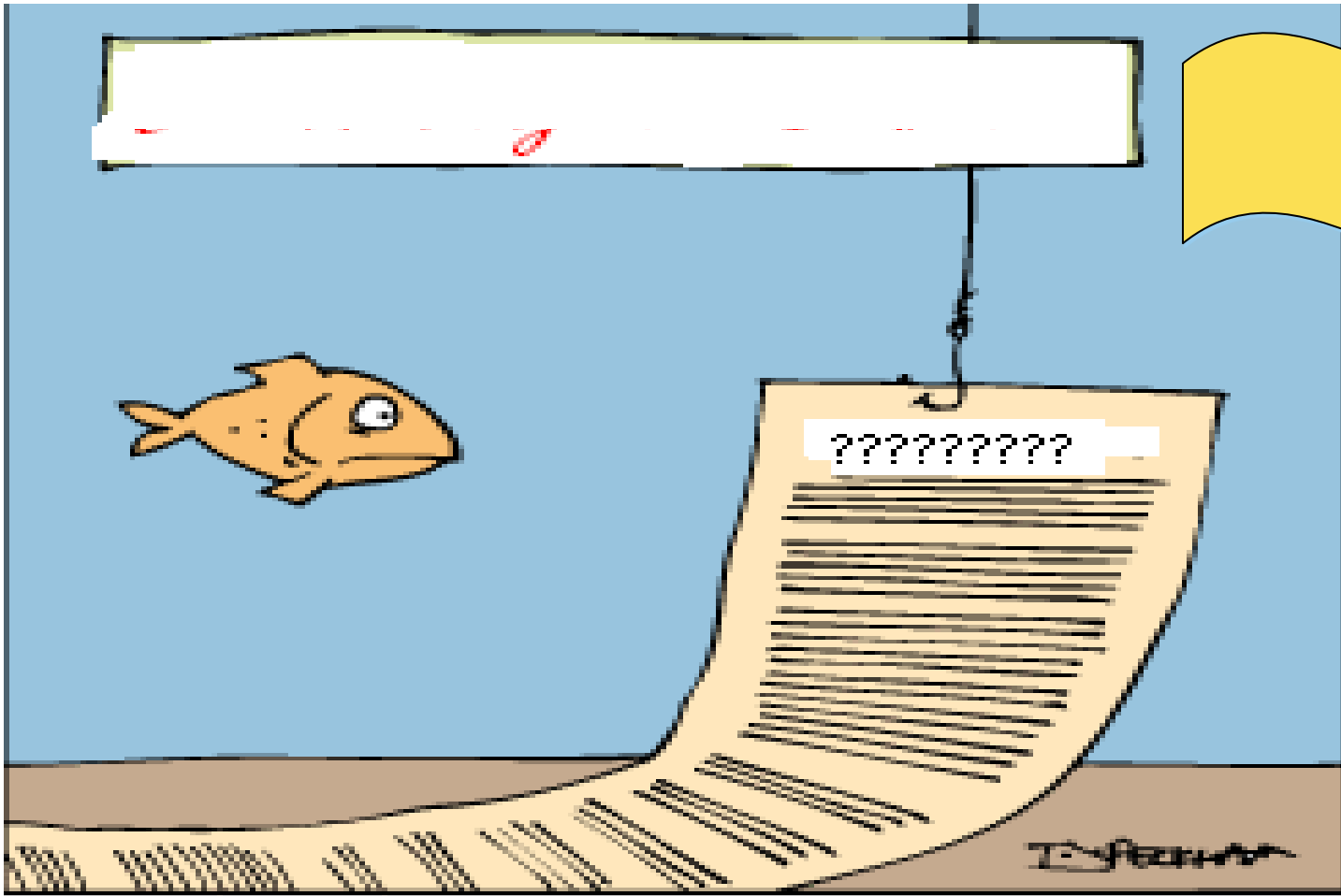
Keeping track of the References

Tip # 14 Light bulb moment
Hard concepts final "click with users"

- Helping participants to learn and recognizing that moment
  - Two basic concepts that present challenges

  - Teaching controlled vocabulary
  - Teaching Boolean logic

- These moments you can almost recognise when they happen in a classroom setting

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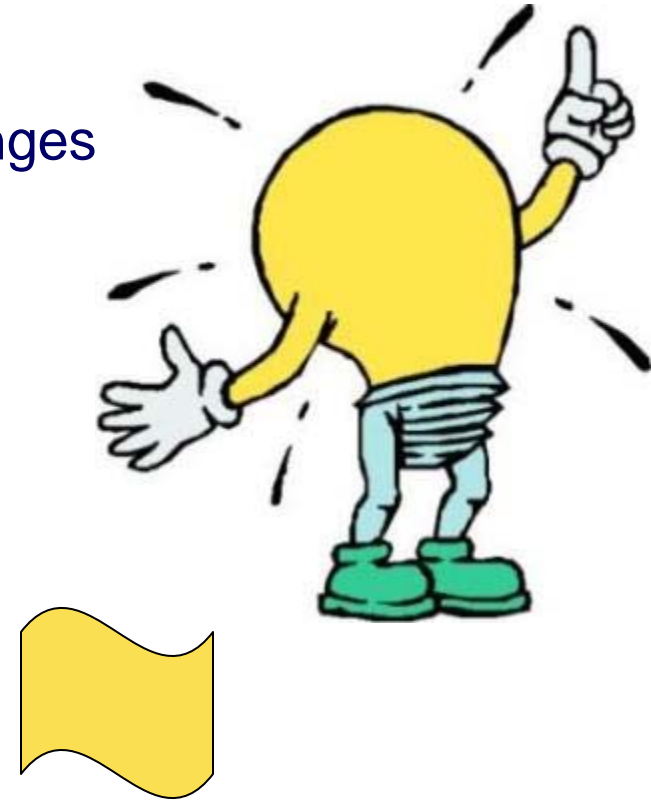
Controlled Vocabulary
vs
Free text searching

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Team 1 – Free Text

- TEAM ONE has the DARK BLUE sheets

- Using any terms you like to describe the photo and fill in the key word lines

- You may use single words or phrases to describe the photograph you have in your folder.

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Team 2 – Controlled Vocabulary

- Use the RED guide sheet with your folder

- Check all the necessary vocabulary to describe your picture

- If you check within a category, you also check one up the scale

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Team 2 - Indexing

Once you have completed your "indexing"

Close your folder so the photo is not visible

Place your indexing sheet on top of the folder

Pass the folder to the person to your right

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Searching

- I am a historical researcher looking for as many photos as possible on my topic. There are over 18,000,000 in the library but my topic is PAHO health personnel in Peru in the 1950's

- I am searching your database using a computer, so you can only respond if the EXACT word is typed on the screen and matches what is written on your index sheet.

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SEARCH BOX

- **Peru**

- **PAHO**

- **Nurses**

- **Health Personnel**

- **Black & White Photographs**

- **White & Black Photographs**

- **1954**

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Tip # 15 Evaluation Daily Boast or Course improvement

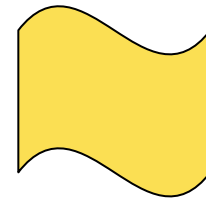- **The Sliding Grade /Likiert**
  - ☐ Great
  - ☐ Very satisfactory
  - ☐ Satisfactory
  - ☐ Neutral
  - ☐ Undecided
  - ☐ Disagreeable
  - ☐ Very disagreeable
  - ☐ No response

1---2---3---4---5
Bad ←Good→Excellent

- **Shortest evaluation form**

1. What I liked most or found most useful in the course?

2. What I found the least useful or would change in the course?

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Tell a joke

I am going to tell a joke

Half the classes use the Likert / grading system (MAUVE)

Half the classes uses the simple evaluation (GOLDENROD)

Compare results and what is the end result.

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Let's evaluate this joke

A Blonde stormed up to the circulation desk of a university library and said, "I have a complaint!"

"Yes, ma'am?"

"I borrowed a book last week and it was horrible!"

"What was wrong with it?"

"It had way too many characters and there was no plot whatsoever!"

The grumpy librarian nodded and said, "Ah.

So you must be the person who took our….

Let's evaluate this joke

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Telephone Book

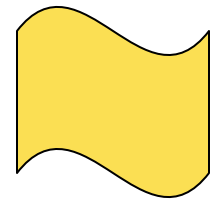# Tip # 17 – Pop Quiz Follow Up

- Pop quiz is great for follow up with participants

  Contact within 24 hours after the course

  Allows participants to contact the trainer post training

  Tests the participants and the trainer… Do participants miss the same question? And why?

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Tip # 18 Cooperative Competition

- Competition is fun, but group competition is better.

- Envision activities that allows the group to work together rather than against each other

- Compete but compete against inanimate objects, the clock, the question, maybe the trainer?

- And the next question

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Tip # 19 …with a sweet twist
When all else fails use chocolate!

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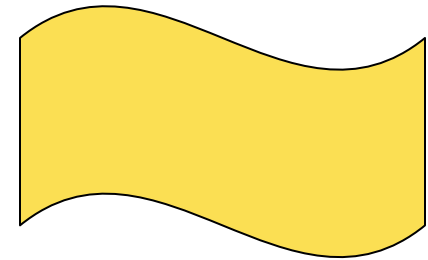
Are you the "Weakest Link" or the **super**.... Tip # 20 – have fun!

Library Trainer!

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Choco 1 question

Which is the PubMed URL?

A: www.pubmed.com

B: www.pubmed.gov

C: www.pubmed.org

D: ww.pubmed.info

Choco 1 question

Which is the PubMed URL?

B: www.pubmed.gov

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Choco 2 question

How many journals indexed in PubMed are peer – reviewed?

A.   Under 25 %

B. Between 25 % and 75 %

C. 75% to 99%

D: 100 %

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Choco 2 question

How many journals indexed in PubMed are peer – reviewed?

C. 75% to 99%

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Choco 3 question

Runners / Assistants can

A. Deal with technology problems

B. Take Notes

C. Get Extra Copies

D. All of the Above

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Runners / Assistants can

D. All of the Above
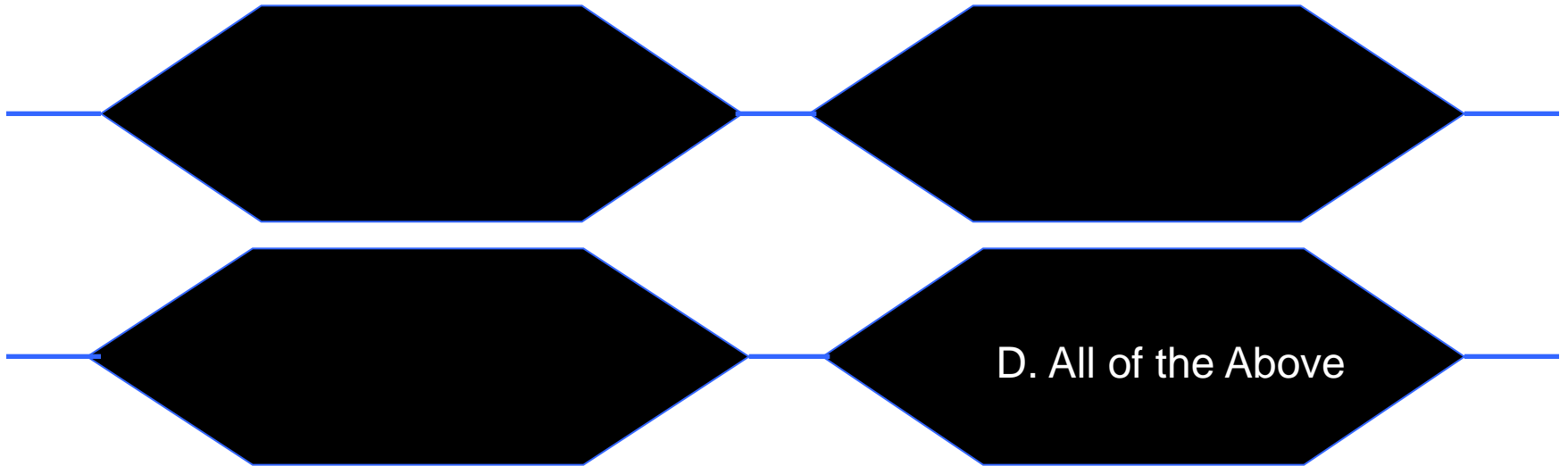
Choco 4 question

A Pop Quiz will be arriving in your email

A. In 24 hours

B. In 2 days

C. In 2 weeks

D. In 2 months

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Choco 4 question

A Pop Quiz will be arriving in your email

A. In 24 hours

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Last Tip – Keep improving

1. What you found really useful about this course or found the most helpful?

2. What you would change or modify about the course?

allent@who.int

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Thank You

Tomas Allen

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