



Learner-centred Pedagogy: Principles and practice

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Description

Today's emphasis on metrics and personalization make evidence-based instruction an imperative. This book offers librarians concrete, empirically-based strategies to connect with learners at all levels.

More than ever, librarians are required to possess pedagogical expertise and called upon to design, implement, and assess robust evidence-based reference and instructional practices that contribute to student success. In order to achieve these goals, librarians must know how to teach information literacy skills that go far beyond one particular library context, in order to facilitate lifelong learning. In addition to the traditional information expertise of the library professional, today's librarian must also master evidence-based pedagogical practices that can help make learning stick.

Offering plentiful examples of pedagogy in action, this book covers:

- 6 cognitive principles for organizing information literacy instruction, with sample worksheets and organization tools for instruction planning
- how to establish rapport and kindle learners' motivation
- tactics for transcending "cite 5 sources" and other uninspiring research assignments
- educational evidence debunking the mythical perception that because students are skilled at computers and mobile technology, they already know how to do research
- questions to keep in mind for inspiring autonomous learning
- the power of story, as described by Joan Didion, Brené Brown's Ted Talk, and educational psychology research
- the science behind information overload
- a balanced framework for evaluating specific educational technology tools.

Fusing theory with practice, this handbook is a valuable resource to help every librarian connect with learners more effectively.

Contents

1. What is Learner-Centered Pedagogy? 2. Curiosity and Learning: The Importance of Authenticity and Autonomy 3. Empathy and the Science of Learning: Lessons from the Cognitive Literature 4. Relationships: The Heart of Learner-Centered Pedagogy 5. Cultivating a Growth Mindset 6. The Learner-Centered Library Technologist: Applying Learner-Centered Pedagogy Conclusion: The Timelessness of Learner-Centered Pedagogy

Author

Kevin Michael Klipfel received his master's degree in philosophy from Virginia Tech. He received his M.S.L.S. from the University of North Carolina at Chapel Hill, where his master's research on authenticity, motivation, and information literacy learning won the Dean's Achievement Award for the Best Master's paper of 2013 in the School of Information in Library Science. He has presented nationally on student motivation and learning both in and outside the library profession, and has published articles on the application of humanistic and existential psychology to learner-centred information literacy learning in journals such as *College and Research Libraries* and *Reference Services Review*. He lives and works in Los Angeles.

Dani Brecher Cook is Director of Teaching and Learning at University of California, Riverside. She holds an MSLS from the University of North Carolina at Chapel Hill and an A.B. in English Literature from the University of Chicago. She has published on information literacy pedagogy and learning technologies in *College & Research Libraries News*, *Reference & User Services Quarterly*, and *Communications in Information Literacy*. Dani has presented on the intersection of these two topics nationally at conferences such as ACRL, LITA, LOEX, and the Library Technology Conference.