

## Pushing Boundaries: Convincing Yourself to Let Go

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Keeping it Real, Keeping it New: Pushing Boundaries in Challenging Times

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When faculty requests for librarian instruction are rare, librarians can feel pressured to use a one-hour instructional session to describe all of the library's hard-earned resources and services. As a service-oriented campus entity, we naturally default to showcasing the vast resources and services we've collected. However, research on cognitive load reveals that students are limited in the amount of new working knowledge they are able to successfully comprehend. Thus, when we bombard learners by describing multiple sources and services, we may actually prevent the deep conceptual understanding of information organization and retrieval that we're trying to achieve. In this 50-minute session, I'll convince you to push the most dangerous boundary of all: Saying No to Multiple Databases! I'll show how you can teach 26 ACRL standards using just one database. We'll start with a simulated instruction typical of a lower-division biology assignment. The session will include participation of attendees as both students and experts and includes regular opportunities for reflection and collaboration. I'll also briefly introduce constructivist pedagogy and how it maximizes student mastery of database navigation. Throughout the session, we will construct our LibGuide live creating meaning for students and increasing the likelihood they'll use it. By focusing on a few highly transferable database skills, you can overcome the limitations of cognitive load and ensure deep conceptual understanding of information organization and database navigation. This conceptual understanding is applicable across the multitude of other databases the library offers. Librarians are in the challenging position to foster the long-term academic development of 4-year college students often without opportunities for repeated instruction. By focusing on specific conceptual skills, librarians have the opportunity to make a lasting mark in these learners, even without repeated opportunities to work with the same students. Attendees will leave with: 1) a new perspective on database instruction; 2) a self-authored constructivist plan for their own informational seminars; 3) a short annotated bibliography of relevant articles; 4) and a new appreciation for LibGuides and the ultimate constructivist opportunity; and 5) how to encourage students to make their *own* research guides.