### The Accidental Trainer

# Instructional Librarianship in the Modern-Day Public Library





# 1st Steps - Where Do I Begin?

Create a Repeatable Design Process

- Templates
- Style Guidlines
- Lesson Plans

Incorporate Assessment Techniques

- Design Classes in a Series Format
- In-Class Formal and Informal Activities
- Post-Class Survey

Rework Existing Classes

- Write for the Beginner
- Incorporate Additional Activities
- More numbered Sequences vs. Text



Don't forget to check out Gail's Toolkit for class materials and resources on Instructional Design and Training! www.gailstoolkit.com

## **Charting the Course – Where Can I Go From Here?**

Expand Class Offerings

- Review Customer Surveys for Topics
- Plan for Cyclical and Seasonal Events

Socialize the Idea

- Secure Support
- Scout Resources

**Recruit More Trainers** 

- Librarians
- Staff with Specific Expertise (SME's)

# Stretching the Boundaries – How Can I Add Designer To My Librarian Toolkit?

Adult Learning Principles

- Teacher as Facilitator
- Freedom within Structure
- Experience & Knowledge
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### **Taking the Plunge – How Can I Enhance My Training Skills?**

**Facilitator** 

- Manage Disruptive Participants
- Set the Stage
- Stick to the Schedule
- Cover All Topics
- Think On Your Feet
- Keep Participants Engaged

#### **Common Newbie Pitfalls**



### **Best Practices**

Network with Others in Similar Roles

See What's Already Out There

Become Familiar with Instructional Design Principles

# **Objectives & Assessments**

Objectives

- •Mirror class goals/purpose to reinforce learning concepts
- •Provide a structure for staying on track with class material
- •Are clearly defined, measurable, and observable

Assessment

- •Determines if learning has occurred through objectives
- •Includes a variety of methods Use those which best suit your objectives & purpose
- •Offers insight on participant comprehension and suggestions for improvement