

#AccTrainer 

The Accidental Trainer:

Instructional Librarianship in the Modern-Day Public Library

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Greetings from GBPL



"I'm a *Librarian*, not a *Trainer*!"

Increasing demand for technology assistance from patrons

Staff displaying symptoms of tech-fatigue

Sporadic classes taught by librarians with no consistency

**Technology Education
Manager**



Librarians as Trainers



*Working the Information
Desk or 1:1 with a patron*



*Teaching a basic
Microsoft Word class*

Enhancing Your Librarian Toolkit



1st Steps



Create a
Repeatable
Design Process

- Templates
- Style Guidelines
- Design Documents

Incorporate
Assessment
Techniques

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

Rework
Existing
Classes

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

Charting the Course



Expand Class Offerings

- Review customer surveys for topics
- Plan for cyclical & seasonal events

Socialize the Idea

- Secure Support
- Scout Resources
- Leverage talent

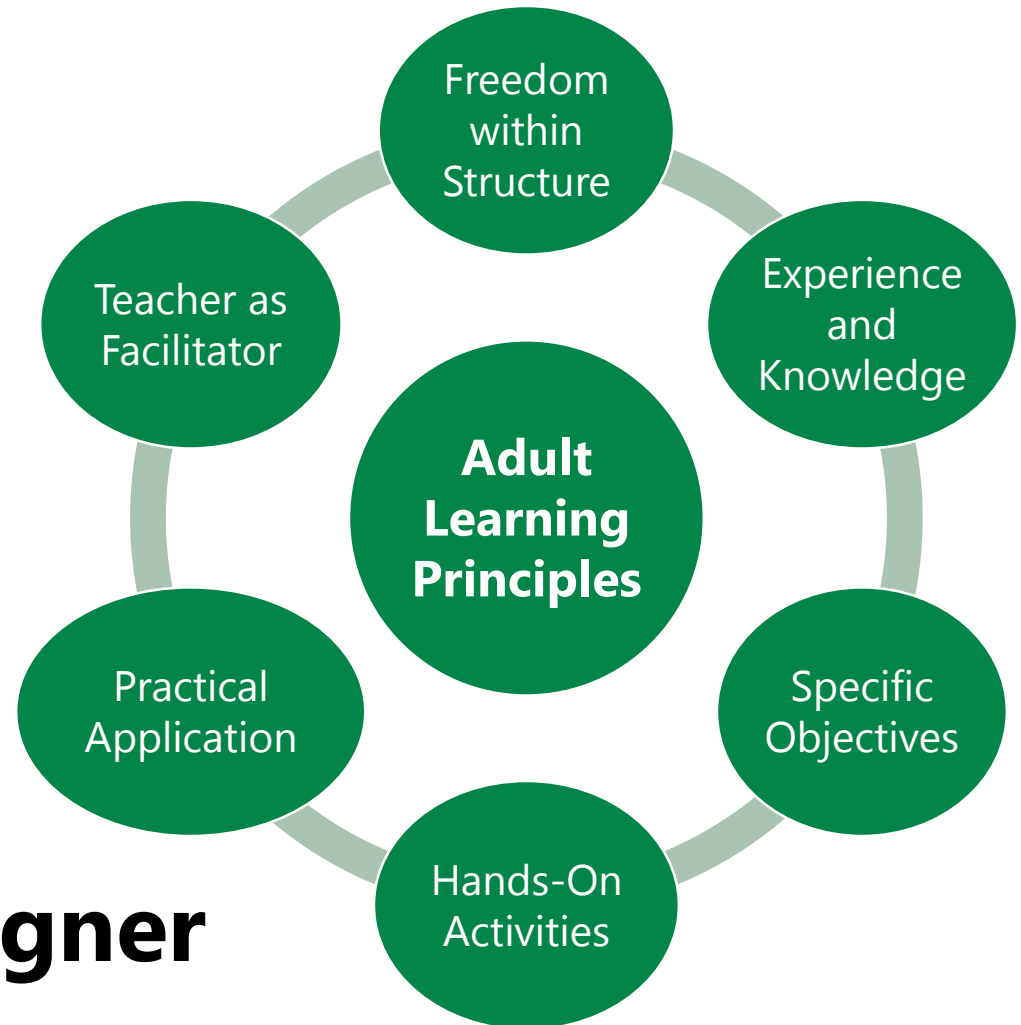
Recruit More Trainers

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

Stretching the Boundaries



Librarian as Designer



Materials: Design Document

Lesson Plan: LinkedIn Basics

Class Description

Learn how LinkedIn--the Internet's number one professional networking website--allows you to create and promote workplace skills, experience, and successes in this class.

Category

Job & Career

Audience

Adults

Course Length

90 minutes

Training Method

Lecture/Demo

Purpose

To introduce new users to the basic terminology and functionality

Equipment Requirements

Projector and projection screen; computer with internet access for pointer (recommended)

Software Requirements

Windows 7, Web browser with Internet access (www.linkedin.com)

Material Requirements

Pens or pencils, handouts, participant surveys

Learning Objectives

At the end of the session, learners will be able to:



- Define terminology associated with LinkedIn
- Navigate to various LinkedIn pages using the Toolbar
- Identify the types of information located on the following pages:
 - **Home**
 - **Profile**
 - **My Network**
 - **Jobs**
 - **Interests**

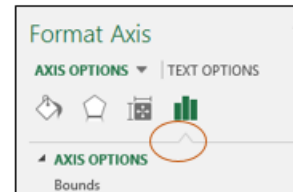
Topics, Talking Points, and Activities (85 mins.)

- About LinkedIn
 - Explain that LinkedIn was launched in 2003 and is the world's largest professional network with over 300 million users in over 200 countries and territories around
 - Share that it is similar to Facebook in that it includes social networking capabilities; however, because it is business-focused and a platform for professionals to connect and grow their network, there are some differences (such as how people connect to one another).
- Terminology
 - Define the following terms for participants:
 - The Toolbar: The stationary area at the top of the screen where you access various pages within LinkedIn; used both for searching and for navigating
 - **Connection:** A person to whom you are directly connected such as current or former colleagues, people you've done business with, gone to school with, or interacted with professionally
 - **2nd Degree Connection:** A Connection of a Connection. For example, when I am connected to my former colleague Jennifer, all of Jennifer's connections become my 2nd Degree connections
 - **3rd Degree Connections:** A Connection of a 2nd Degree Connection. Using the above example, these would be Jennifer's connections' connections
 - **Introduction:** A method for contacting a 2nd Degree Connection that is facilitated by your mutual Connection
 - **Recommendation:** A online paragraph or letter of support written by or for one of your Connections; displayed in the Profile

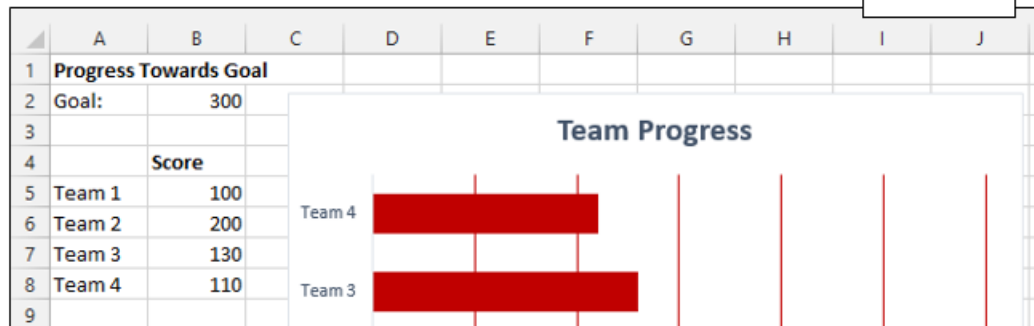
Materials: Activity Sheet

Activity Sheet: MS Excel – Charts & Graphs

1. Open a new Excel Workbook
2. Type the text and numbers listed in cells **A1:B8** (as shown below)
3. Select cells **A5:B8**.
4. From the **Insert** tab, click on **Recommended Charts**, then **Clustered Bar**
5. Make the **Chart Title** read **Team Progress**
6. Click the Chart Style button  and choose a style to make the bars wider. *Hint: choose Style 4 or Style 5.*
7. Change color of the bars using the **Fill Color** button .
8. Change the scale of the horizontal axis to go to 300.
Hint: right-click any of the numbers at the bottom ->Format Axis. In the Format Axis task pane, make sure the Axis Option icon is selected, and look at the Bounds.
9. Make other changes to experiment with formatting, such as changing the color of the plot area or gridlines.



Bar Chart



Materials: Handout

Fantasy Football Basics

WHAT IS IT AND WHERE CAN I PLAY?

Fantasy leagues have become a popular way of getting more involved with one's sport of choice. Football continues to capture a large section of the fantasy sports market with the multitude of options that allow you to play with friends, family or other online members to create a dream team of handpicked players and go for the win!



ABOUT THE LEAGUES

- There should be an even amount of teams with at least 8 of them in a league
- Matchups occur week to week plus an overall winner at the end of the season
- "Snake Drafts" are the norm with order being random

SCORING

- Regular points are awarded based on individual player performance while Defense points can be earned through team performance
- Points are earned for the active players in your line up (not those you have on the bench)
- Line up can't be edited once a game starts

THE LINE UP: **Q** – Quarterback, **WR** – Wide Receiver (2-3), **RB** – Running Back (1-2), **TE** – Tight End, **DEF** – Defense Team, **K** – Kicker

POST DRAFT

- Undrafted players are Free Agents that can be requested through the "Waiver Wire" (Usually Tuesday – Thursday).
- From Thursday – Sunday kick off, Free Agents can be added to your team simply by adding/dropping players.

DRAFTING

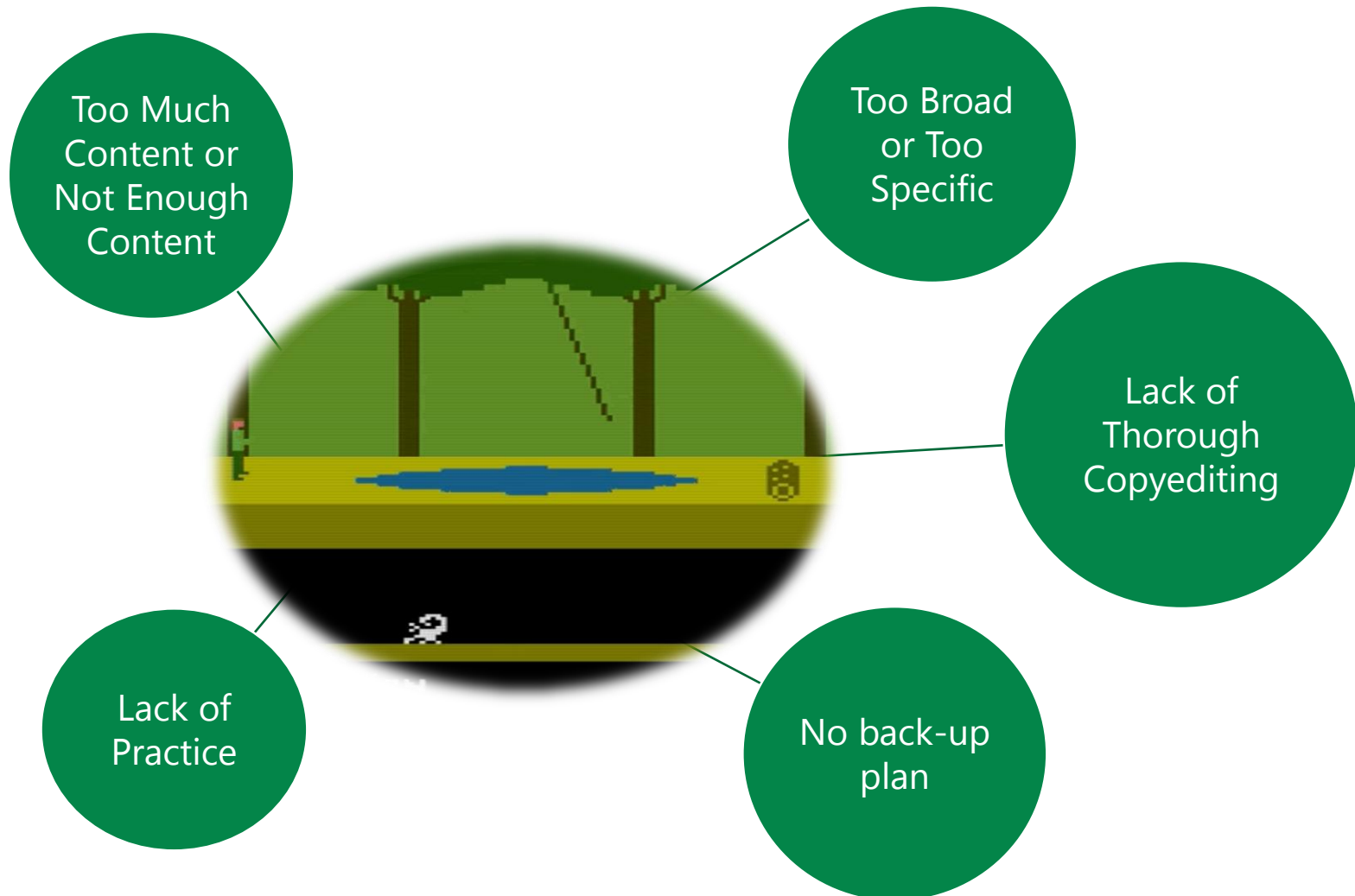
- Rankings are based on value and/or average draft pick
- Draft can be live, auto pick, or preset players
- Fill all slots before drafting bench players
- Be careful of "Bye Weeks" and injuries

Taking the Plunge



Librarian as Trainer

Common Newbie Pitfalls



Best Practices



Network with others in similar roles



See what's already out there



Become familiar with ID Principles

Objectives & Assessment

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

Post-Class Survey

Please select the button for the rating that best matches your response (All questions MUST be answered).

| Instructor | Strongly Agree | Agree | Neutral | Disagree | Strongly Disagree |
|--|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| The trainer looked professional and behaved professionally. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| The trainer was knowledgeable about the subject. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| The trainer managed the class well (computers/equipment, participants, activities and time). | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| The trainer spoke clearly and at a pace that allowed me to understand the content and keep up with the class. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| I felt comfortable asking questions during class and the trainer was able to answer them and/or provide additional resources to answer them. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

| Content | Strongly Agree | Agree | Neutral | Disagree | Strongly Disagree |
|--|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| I learned what I expected to learn based on the class description provided on the library website and/ or in the newsletter. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| The class content was well-organized and easy to follow. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| I felt interested and engaged throughout the class. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| The amount of time provided for the class was adequate to cover the content. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| The demonstrations and/or hands-on activities during the session were useful and added to my understanding of the content. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| I will be able to use at least one concept from class in my personal or professional life. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Results



49% Increase in
Classes Offered

69% Increase in
Attendance

38% Increase in
Classes Taught by
Librarians

Wider availability of
class days and times

Professional
Development

More responsive
to community

*Between FY13-14 & FY 15-16

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Welcome to Gail's Toolkit!

FREE customizable classes built by educators, for educators. Gail's Toolkit: The tools to get you started, the content you need, and the resources to keep you learning!

[Tweet](#) [Share](#)

Coming to a Conference Near You!

- [ALA](#) - Network with Monica & Melissa!
- [WILSWorld](#): 8/2/16 @ 10:45am
- [ILA](#): 10/19/16 @ 2pm




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Tracks & Classes

Each class contains a minimum of three supporting documents, which generally include a Design Document (Instructor's Guide), an Activity Sheet, and a Handout. PowerPoint presentations, practice files and additional documents may also accompany classes when applicable. With these items, and a bit of preparation and practice, you will be ready to teach any of our classes in no time!



Class Tracks





[Basics](#) [Microsoft Tools](#) [Google Tools](#) [Software & Apps](#)

[Job & Career](#) [Social Media](#) [Tablets](#)

Note: These materials were created using Microsoft Office 2013/2016 products on a Windows 7 laptop. Any adaptation may require user to adjust formatting based on operating system and/or Microsoft Office version.

Templates

Use our templates to design your own classroom materials! When you're finished, send them to us to become one of our Toolkit Contributors!

Design Document Activity Sheet/Handout Presentation Participant Survey

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Computer Basics Classes



Mouse & Keyboard Basics

Learn how to left-click, right-click, double click, use basic command keys, and navigate various areas of the keyboard in this class.

Design Document Presentation Activity Sheet Handout

Computer Basics

Learn basics like how to start your computer, save and re-open a file, and create a folder in this class.

Design Document Presentation Activity Sheet Handout

Internet Basics

Learn basic internet terminology, how to navigate a browser, locate a website, identify common domains, and stay safe while searching the internet in this class.

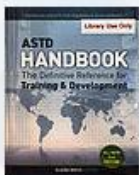
Design Document Presentation Activity Sheet Handout

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Learning in Libraries

We have gathered some valuable information about training, adult learning styles, technology, and evaluation. Browse by category or download the full bibliography.

[Books](#)[Articles](#)[Websites](#)[Full Bibliography](#)

Questions?

Thank you for attending!

Contact Us:

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