

Ditch the “Canned” Search
Demonstration:
Building upon Peer Review
to Teach Searching as
Strategic Exploration

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Presentation Overview

- **Providing Context**
 - **Experiencing Teaching
Demonstration**
 - **Sharing Teaching Strategies**
 - **Applying the Research**
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Context:

- Two different teaching teams.
- Similar lessons.
- Two different level English classes.



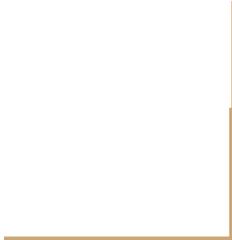
The Lesson:

- Collected student topics at beginning of class - Poll Everywhere.
- Search demo using one of student submitted topics.
- One librarian searched, while the other wrote search suggestions.
- Search demo illustrated:
 - Peer review(coaching).
 - Iterative nature of searching the literature.





Research &
Writing as an



Iterative:

adjective | it·er·a·tive | \ 'i-tə-, rā-tiv, -rə- \

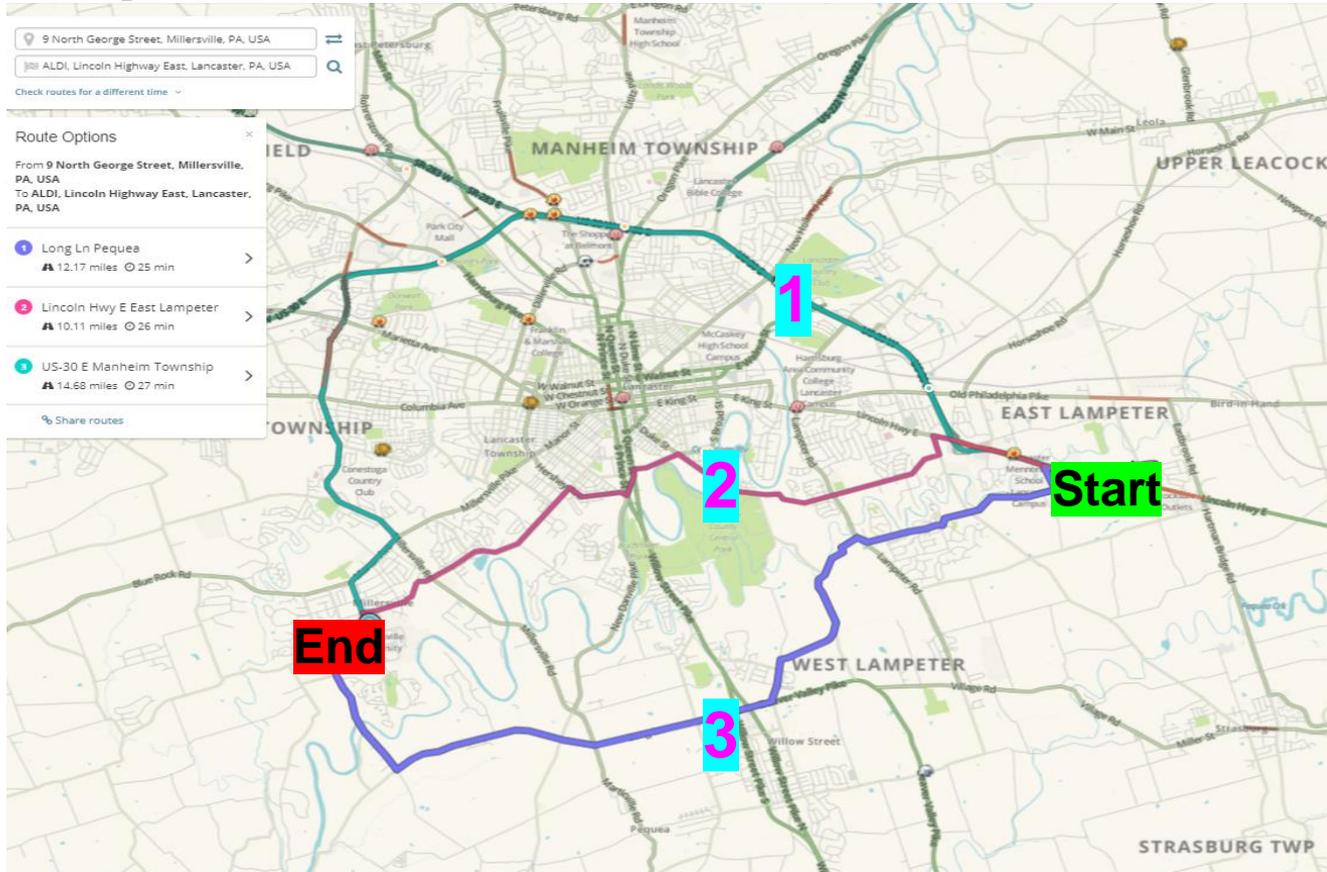
doing something *again*
and *again*, usually to
improve it:



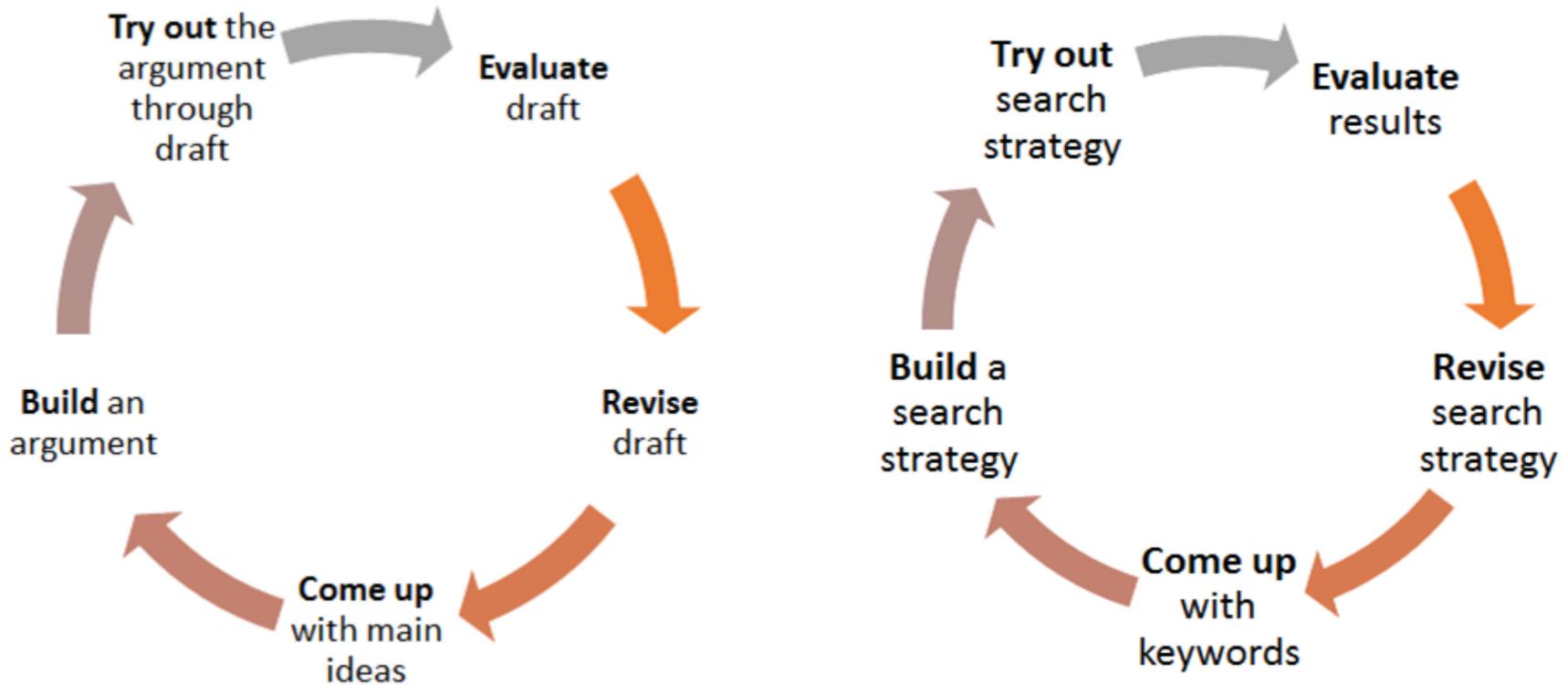
**iterative
processes**

Cambridge Dictionary.

Megan's Commute:



But, how is this related to research and writing...?



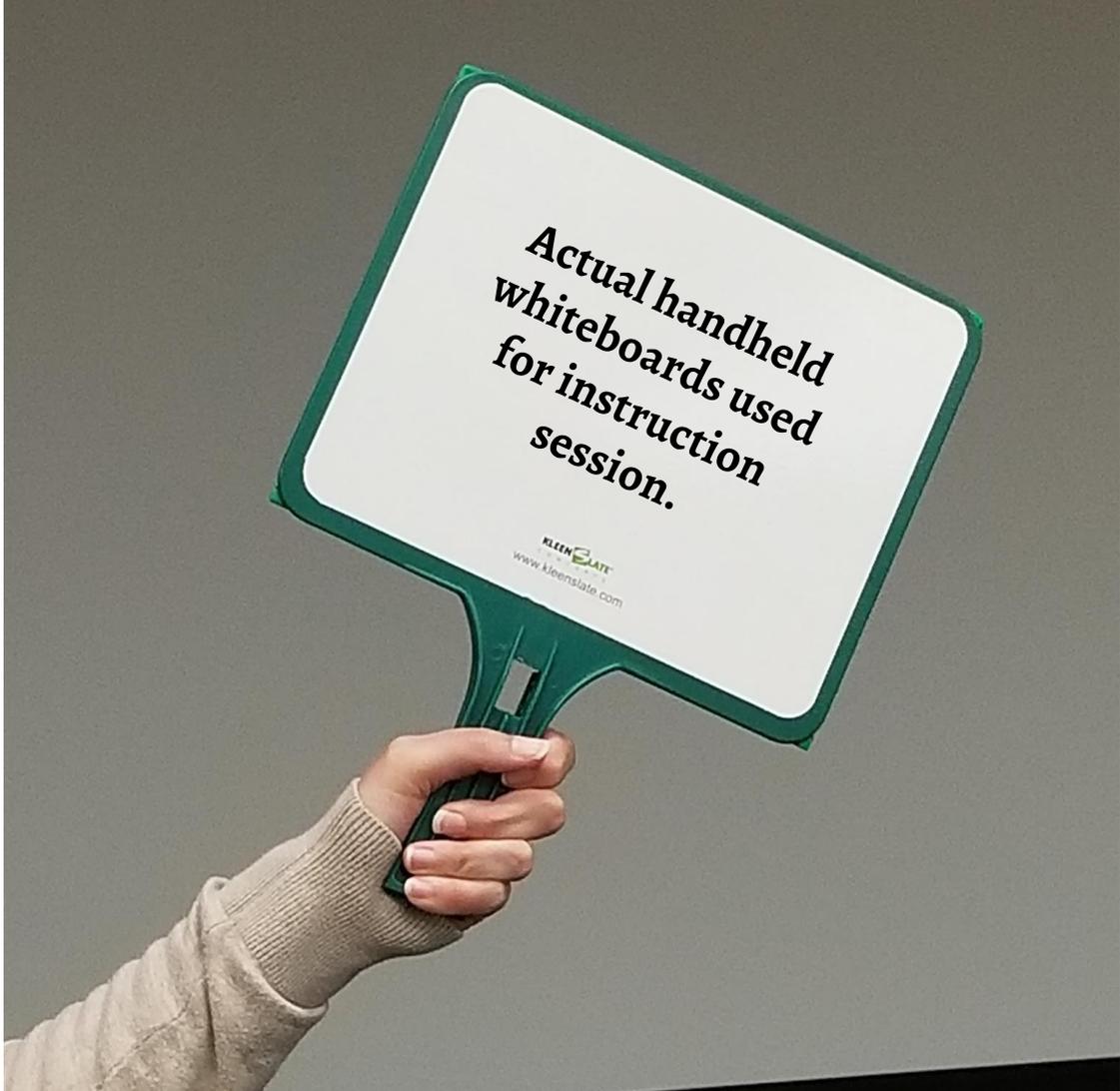
Suggest a learner-centered topic for us to search.

Activity Directions:

1. Grab a whiteboard with a partner.*
1. One person will be searching whilst the other is troubleshooting.
1. While the searcher performs a search, the troubleshooter will write suggestions and tips to improve the search on the whiteboard.
1. After you have completed this process, switch roles and do it again.
1. Michele, Kim and Megan will be available for any questions you may have. **Please ask!** 😊

**Actual handheld
whiteboards used
for instruction
session.**

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Learning Outcomes



- Students will be able to apply peer review strategies to research.
- Students will learn that searching, research and writing are an iterative process.
- Students will be able to problem solve to create strategic searches.
- Students will engage in creative exploration with their peers to find answers.

What We Learned:



Our Thoughts...

Team 1: Michele and Kim

ENGL 313 Fundamentals of Journalism

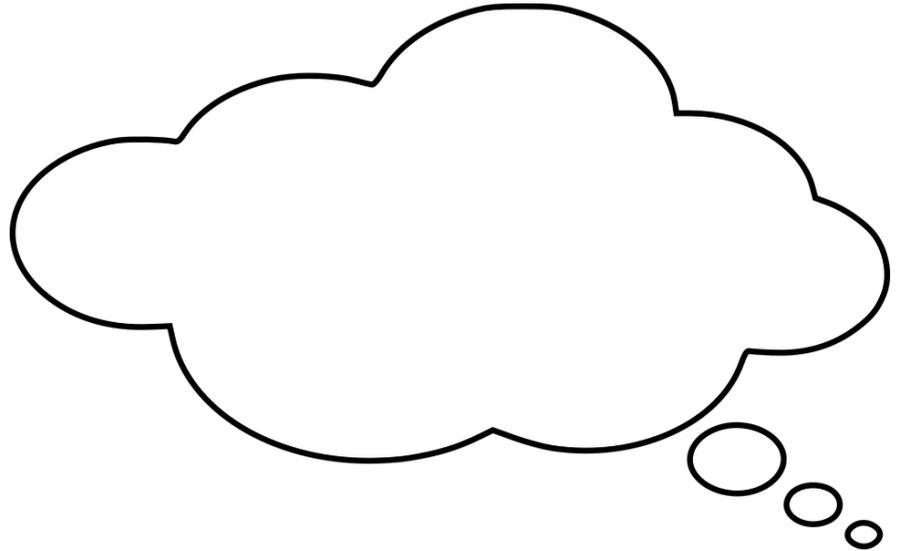
- Anonymity of Poll Everywhere
- Organically Learner Centered
- Strategic exploration
- Implications of searching as an iterative process
- Playfulness added to engagement

What We Learned:

Team 2: Michele and Megan

ENGL 110 English Comp.

- Too much theory = theoretically learner centered but not actually learner centered.
- Seamless formative assessment.
- Pragmatic reality resonated with students.
- Students resist exploratory learning initially.





Comparison of Outcomes:

Team 1: ENGL 313

- Real-time difficulty ☆
- Peer coaching - sense of responsibility ☆

Team 2: ENGL 110

- Iterative process real life example ☆
- Formative assessment was beneficial ☆
- Theoretical concepts - distracting ✗

Different approaches provided an opportunity to see what students responded to best.

Research Applications & Implications



Library research focuses on structured peer mentoring programs, not on peer review applied to information literacy instruction in classrooms.

More general research on peer mentoring emphasizes coming to view oneself as an expert.

Research into peer review related to writing indicates that creating distance and having a sense of audience are pivotal to learners benefiting from peer review.

The more we surveyed the literature, the more we came to understand what we did was peer coaching as opposed to peer review.



Peer Review vs. Peer Coaching

Peer review is of something that is complete, whereas peer coaching is in action.

Peer Review (peer to peer teaching)

- Evaluation by peers in the same field.
- Associated with a product.



Created by John Salzarulo
from Noun Project



Created by johanna
from Noun Project

Peer Coaching

- Peers work together to teach each other and build new skills.
- Associated with a process.

Questions?

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