iPedagogy for Adults

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PROBLEM STATEMENT

DePaul University Libraries Loop Campus Instruction room did not provide an interactive learning environment. The room was instructor-centric and designed for lectures. To remedy the problem, we purchased 19 iPads, which were chosen because of their relatively inexpensive cost and flexibility. Our instruction program at the Loop primarily serves adult learners enrolled in the School for New Learning. So we wondered: what are the learning impacts of introducing a new technology into an adult learning environment? Will the new technology facilitate or impede learning?

BACKGROUND

LIBRARY INSTRUCTION PROGRAM

The Loop Campus library provides programmatic instruction for two SNL courses:
- LL 250 (Foundations of Adult Learning)
- LL 300 (Research Seminar)

SCHOOL FOR NEW LEARNING (SNL)

Interdisciplinary, competence-based program for nontraditional and adult students founded in 1972: Hallmarks of SNL are Vincentian personalism and “attentiveness to learning theory” (Rury & Suchar, 1992, p.312).

WHAT WE DID

- Purchased 19 iPads and Bretford cart; configured the iPads using Apple Configurator
- Upgraded Loop instruction room with a new podium, projector, instructor’s chair and paint
- Conducted a literature review of iPad use in academic library instruction
- Designed pilot project for Fall quarter 2012 classes
  - Decided to design our instruction based on two perspectives from Daniel Pratt: Apprenticeship and Nurturing
  - Developed lesson plans for LL250 and LL300 based on these perspectives
  - Emailed faculty teaching these courses in the Loop about the pilot project
  - Jessica and Sue taught all sections of these courses in the Loop
  - Presented a training session on incorporating iPads into instruction for our colleagues
  - Presented a training session on adult learning to our colleagues at our semi-annual instruction workshop
  - Beta tested post-session survey in Winter quarter 2013 class

ANDROGRAPHY

"the art and science of helping adults learn." (Malcolm Knowles)

Six assumptions about adult learners:
1. Self-directed
2. Ready to Learn
3. Need-to-know basis
4. Prior life experience
5. Internally motivated
6. Need to understand “why”

PRATT’S PERSPECTIVES*

"Teaching is guided by one’s perspective on teaching, which is defined by actions, intentions, and beliefs regarding a) knowledge and learning, b) the purposes of adult education or training, and c) appropriate roles, responsibilities, and relationships for instructors of adults.” (Pratt, 1998, p. 11)

Apprenticeship

Views teaching as a means of enrolling students into a particular community of practice.
Teacher and content are one in the same.

Nurturing

Premised on idea that student’s ability to learn is based on his/her concept of self-efficacy.
Emphasis is on development of student’s self-concept as learner, not content.

*Pratt actually outlines 5 perspectives. The other perspectives include: transmission, developmental, and social reform.

WHAT WE LEARNED

SURVEY RESULTS

- Previous experience with tablet/touchscreen technology
  - Do not
  - Yes
  - No response

- Did the iPad contribute to your learning?
  - Yes
  - No
  - Yes, the better. Thank you.
  - “Hands-on experience helps to...retain in the process of learning.”
  - “It made it unobtrusive to search & use online resources without feeling like a monitor...was crowding or separating us.”

THINGS WE DISCOVERED

NEXT STEPS

- Apps for adults: explore integrating appropriate apps into instruction session
- Survey: Review questionnaire and distribute to Spring quarter classes
- AppleTV: Use AppleTV to allow students to project and share work
- Literature review: continue to monitor research/trends and update
- IRB Application: revise and submit
- School for New Learning: Continue to partner with SNL faculty to strengthen programmatic library instruction with the goal of increasing retention.