

Out of the Pot and into the Fire

From Brief Orientation to providing
Information Literacy Instruction
at Vanguard College



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Session Overview

My Story

Outcomes

Results

Lessons Learned/ing

WILU

NEOS-ILIG

Programs



PASTORAL



PASTORAL CARE
& COUNSELLING



MISSIONS



WORSHIP



CHILDREN'S
& FAMILY



YOUTH

Story time!

2013

2019

A white diagonal line starts at the bottom left and extends towards the top right, representing a timeline. The year '2013' is positioned at the start of the line, and '2019' is positioned at the end of the line.

VCL Information Literacy Program Outcomes

Vanguard College students will...

1. *feel confident using the Library, its OPAC, and NEOS to locate physical resources.*
[Collect Information]
2. *successfully locate articles relevant to their assignments using EBSCO databases.*
[Collect Information]

3

✓ **Collect**

4

✓ **Use**

5

✓ **Disseminate**

author/creator of their own work as well as attributing proper credit and citations to other author/creators.
[Disseminate Information]

6. *be prepared to write, present, and otherwise disseminate their work in the form of research papers, oral presentations, reflections, critiques, or any other form of assignment during their academic career.*
[Disseminate Information]

Professor's Course Objectives (one example)



Pauline Literature: Romans

BS1232 - 3 Credit Hours

Winter 2019

Chapel, Monday & Wednesday 1:05-2:20 p.m.

Professor: Rev. Jonathan Kienzler (B.Th., M.Div., M.Th., Ph.D.)

Office: 780-452-0808

jonathan.kienzler@vanguardcollege.com

Blog: www.dailyreadingtheword.com

Contact by email is preferred except in case of emergency.

All assignments must be submitted in a Microsoft Office Word Format (docx) through Populi. The title of your document should start with your last name, and then course initials (Rom), followed by the assignment title (e.g., Smith Rom Reading Log).

COURSE DESCRIPTION

The course will approach Romans as a letter in its entirety, with reference to theological convergence with the rest of Scripture in general, and Pauline literature specifically. The course will reinforce (in an introductory sense) some of the ideas behind the metanarrative of the Scripture, some basic principles of hermeneutics, and some preliminary considerations in exegesis. Students will receive some initial instruction on components of the metanarrative. There are two major parts to the course: an overview of Pauline Literature and an in-depth study of the letter to the Romans.

Part 1 - The Holy Spirit used Paul to pen 13 books in the New Testament, nearly half of it. His training as a religious scholar, his familiarity with the Old Testament text, and his encounter with Jesus Christ on the road to Damascus, uniquely prepared him to influence the church in a profound way. The course will briefly introduce Paul the Apostle, and by reference, survey the history of his missionary work. This will be about 3-4 classes out of the course.

Part 2 - The book of Romans is crucial in understanding the gospel of Jesus Christ. In this course, students explore the rich doctrines of sin, condemnation, justification, salvation, sanctification, a profound Christology and Pneumatology, and other significant topics in the letter.

LEARNING OUTCOMES

1. Students will recall knowledge of the background of Paul, his writings, and the New Testament context.
2. Students will understand the comprehensive flow of the book of Romans as a whole.
3. Students will connect Paul's teaching in Romans to his other writings and to broader biblical doctrine.
4. Students will apply themes and ideas in Romans to a contemporary setting in the student's life and in ministry.

COURSE MATERIALS and/or COURSE TEXT

Individual Instructional Plans

In line with the following Course Objectives:

Support for the following Course Assignments:

Expected IL Learning Outcomes:

Individual Instructional Plans

In line with the following Course Objectives:

- *Understand the comprehensive flow of Romans.*
- *Connect Paul's teaching to other writings and broader Biblical doctrine.*
- *Apply themes and ideas in Romans.*

Support for the following Course Assignments:

- *Essay: The Gospel in Romans (due Apr 10). Minimum 5 high quality sources & 18 citations including a good Bible Dictionary. Include Thesis & Outline. Specifically, Define the following terms in the specific context of Romans.*

Expected IL Learning Outcomes:

- *students will be able to distinguish excellent resources and make good choices during their online research.*
- *Students will feel confident to use physical and digital resources to study biblical themes and perform a word study.*

Results



First Bibliographic Session

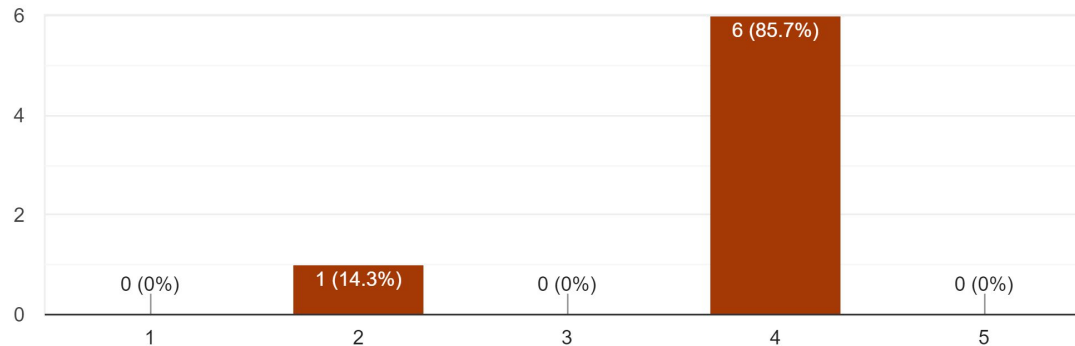
On a scale of 1-5 (1 being totally unsure & 5 being really sure),
How confident are you with:

1. searching for a book in the library's online catalogue? 4.23
2. placing an item on hold? 4.64
3. finding an article in EBSCO databases? 3.83
4. saving that article for later? 4.20
5. evaluating a resource? 3.55

Winter Session

Please rate your confidence with using physical and digital resources to perform a word study.

7 responses



Lessons Learned/ing



Get Involved

- ✓ Jump in unafraid
- ✓ High Trust and Low Ego

What does this look like for you?

Is there a committee you can participate on/in?

A faculty member you can collaborate with?

Be Prepared... Prepare others!

- ✓ Learn as much as you can
- ✓ Educate your faculty

Is there a conference you can attend?

A book you should read?

Networking that needs to happen?

Blog to follow?

It's never too early to learn from your story

- ✓ Feedback forms
- ✓ Make mistakes
- ✓ Continuously improve

Take Notes! Don't trust your brain to remember!

Journal Reflections after each session.

Share each other's entries and notes.

Read those notes when prepping for your next one!

Commit to a time frame

- ✓ Boundaries free us

Are you considering trying something new?

Give yourself time to improve on it!

Consider your mission/vision

- ✓ Unique Context
- ✓ Unique Users
- ✓ Question Away

Does this fit your mission/vision/values as a library and as an institution?

Don't be afraid to throw out something that *isn't* working.

Purpose!

Don't forget
CONTEXT

Only because it is SO
important :)

My context versus Yours

Your context ...

versus your Faculty

versus your Students

Get Involved

Be Prepared – Prepare Others

Learn from your Story

Commit to a Time frame

Consider your Mission/Vision

Don't forget Context!

Workshop on Instruction in Library Use

ACRL Framework Workshop:

Equipped me with a structure to plan my sessions

Learning by Design

Intentional Outcomes

Implement Active Learning and Engagement Strategies

Conference Sessions:

Challenged me to question my structures

Learning is MESSY

Flexible, Open-ended Outcomes

Improv Comedy - Boolean Bingo - Escape Room

NEOS Information
Literacy Interest Group

<http://bit.ly/NEOS-ILIG>

Thank you!



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