

## The Intersection Of Library Learning And Second Language Learning Theory And Practice Karen Bordonaro

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Learning From the Library (Without Cracking a Book), April 16, 2015

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The Intersection of Library Learning and Second-Language Learning: Theory and Practice is aimed at practitioners, both librarians and language instructors, and describes everyday scenarios which will resonate with academic librarians and language instructors. It presents practical experiences and accompanies them with a consideration of the literature of both librarianship and language education.

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The Intersection of Library Learning and Second-Language ...

Language learning and library learning in a university setting are closely related endeavors that intersect at various times and locations, and with various teachers and learners. This book is an examination of how these intersections are experienced by language learners. Its aim is to explore the two types of learning to help sustain and develop the learning in both areas.The Intersection of ...

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The Intersection Of Library Learning And Second Language ...

The Intersection of Library Learning and Second-Language Learning: Theory and Practice is an examination of how the intersections of language learning and library learning are experienced by language learners in a university setting and beyond. It presents everyday scenarios and practical experiences that can contribute to the professional practices employed by working librarians and language instructors in their dealings with international students.

2008 may well be remembered as the year in which gaming became just like any other service in libraries, with librarians implementing gaming initiatives that look very much like those we already offer for books, movies, music, and computers for as varied an audience as other library services are offered.

The Experiential Library: Transforming Academic and Research Libraries through the Power of Experiential Learning features contributions—in a relatively conversational, practical, and “how-to” format—from various academic libraries across broad educational levels that have implemented experiential learning programs, services, or resources to enhance the learning and development of both students and library employees. As academic libraries and academic librarians are seeking ways to transform themselves and create collaborative synergies within and without their institutions, this timely book suggests exciting ways to integrate experiential learning into the library ’ s offerings. Ranging from integrated service learning and Information Literacy instruction that “takes the class out of the classroom,” to unique experiential approaches to programming like Course Exhibits and the Human Library, the book is a one-stop-shop for libraries looking to expand their repertoire. It will also help them create connections between experiential learning and their institutions’ missions and contributions to student success, by grounding these programs and services on a sure methodological footing. Librarians and educators wishing to learn more about the connections between experiential learning/experiential education and academic libraries would benefit from the advice from authors in this book. Covers experiential learning for academic and research libraries Presents diverse aspects of experiential learning in academic libraries across the spectrum of educational levels Offers a one-stop-shop for librarians keen on bringing experiential learning to their institutions Adds to current conversations in both LIS and experiential education, enabling further synergies in both disciplines

With the surge in electronic access to the library ’ s resources, there has been an ongoing discussion about the need for a physical library building. On a college or university campus, the library is a destination for its users. Students, faculty and staff go to the library for various reasons. Their usage makes the academic library a valuable learning space on campus. However, not much is known about how the library space contributes to user learning. In Assessing Library Space for Learning, chapters discuss library usage at academic institutions and how that usage is an integral part of the student learning experience. Included are the perspectives of an architect who is tasked with designing library spaces with learning in mind, a psychologist whose professional research focuses on the concept of place, and a dynamic group of academic librarians who are dedicated to making the library conducive to the needs of their learners. This book is a combination of theory, practical and research based chapters with an overall focus on the intersection of library space and learning. The authors demonstrate the importance of the library space in our users ’ lives. In addition, the authors discuss the importance of determining ways to learn how library space contributes to user learning. Readers will gain an understanding of the library space as a valuable learning space and the steps librarians need to take to assess learning in the academic library.

The experiences of first-generation college students are not monolithic. The nexus of identities matter, and this book is intended to challenge the reader to explore what it means to be a first-generation college student in higher education. Designed for use in classrooms and for use by the higher education practitioner on a college campus today, At the Intersections will be of value to the reader throughout their professional career. The book is divided into four parts with chapters of research and theory interspersed with thought pieces to provide personal stories to integrate the research and theory into lived experience. Each thought piece ends with questions to inspire readers to engage with the topic. Part One: Who is a First-generation College Student? provides the reader an entr é e into the topic, with up-to-date data on both four-year and two-year colleges. Part One ends with a thought piece that asks the reader to pull together some of the big ideas before moving on to look more closely at students ’ identities. Part Two: The Intersection of Identity shares the research, experience and thoughts of authors in relation to the individual and overlapping identities of LGBT, low-income, white, African-American, Latinx, Native American, undocumented, female, and male students who are all also first-generation college students. Part Three: Programs and Practices is an introduction to practices, policies and programs across the country. This section offers promise and direction for future work as institutions try to find a successful array of approaches to make the campus an inclusive place for the diverse population of first-generation college students.

This book examines how academic librarians think about or approach instruction as a part of their work. Through explicating this metacognitive process, this book helps both academic librarians and librarians-to-be to more intentionally consider their teaching practices and professional identities.

Using this book as a roadmap, you'll learn how to more intentionally and strategically develop online learning objects to meet different learning needs both now and in the future.

Today ’ s educators stand at the crossroads of globalization and technology. The world is rapidly shrinking. The workplace is being transformed before our very eyes. Technology is forever changing the way we perceive reality and the way we do business. Educators are required to equip students for a workplace that has yet to emerge. The skill sets of today ’ s job market are often obsolete before students can enter the workplace. Now is the time for educators to rise to the challenges of our modern world. By embracing the vision of yesterday ’ s practitioners and joining hands with tomorrow ’ s practitioners, educators can transform our world and equip their students for the upward mobility and career flexibility required in tomorrow ’ s workplace.

Learning styles are highly relevant for students in the online environment. Designing Effective Library Tutorials provides examples of, and steps for, how to create tutorials that match learning styles, based on usability studies of students from various cultural groups and styles of learning. The book presents studies, practical suggestions, and examples to assist librarians and faculty as they develop online programs for students from diverse learning styles. Research on learning style preferences in the online environment emphasizes the need to provide a variety of methods that include text, aural, visual, and kinesthetic examples. Geared for the practitioner working in online learning, the book summarizes current literature, and presents best practices for designing effective online tools for diverse learners, including suggestions for assessment of learning objects. This title is structured into twelve chapters, covering: The learning style debate: do we need to match up learning styles with presentation styles? Overview of learning style theories and learning style results from various studies; The intersection of culture and learning styles; The need for learning object development; Current practice: categories and features of library tutorials; Effective design of learning objects; Pedagogical considerations for tutorials; Interactivity options for tutorials; Assessment of learning objects; The value and process of usability studies; Marketing learning objects for broad visibility; and a section on resources. Provides results from usability studies conducted with students that assess learning style and the resulting effectiveness of tutorials based on their preferred style Compares approaches and software used by librarians and educators to create tutorials, along with examples of pitfalls and benefits of each for various learning styles Incorporates examples of ways to use software while including learning objects to match learning style

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