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Individual Micro Teaching and Short Analysis
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I recently taught a class called “Search the Web like a Pro” to a group of six retired MSU faculty members. The class took place in the MSU Libraries Beaumont Instruction Room and was part of the Lifelong Learning for MSU Faculty Emeriti series. The class discussed the different types of search engines (crawler, human-powered, hybrid), how to decipher the search results screen for Google, Yahoo! and Bing, how to evaluate a web site and how to use some of the many different Google resources, particularly Google Books, Scholar, Patents, Images and Docs. The class was about two hours long with a break in the middle. We had time built into the class for the participants to ask questions about some of the things they were having problems with or wanted to know more about. They often have some particular web sites, library resources or other things that they want to know more about so we spend some time working individually with them to help them with this.

Goals and Objectives

As a result of this class students will be able to:

- (1) Navigate the web comfortably
- (2) Explore and use different web sites, library resources, Google products, etc
- (3) Demonstrate how to evaluate a web site
- (4) Enumerate some of the features and benefits of using library resources
- (5) Evaluate different web sites
- (6) Find help when they run into a problem

I decided to teach this class differently this semester and try some of the things I've learned during EAD 866. I was really intrigued by the jigsaw method when we read and discussed it in our class and so I decided to try it out in the class. I introduced the activity to the class after we had a general discussion about web site evaluation and how to determine where your information is coming from, who's giving it to you, whether there's any obvious bias in the site, etc. I then described what the class participants what we were going to do; they would be put in to four groups of two and given a handout. The handout would direct them to go to a certain web site or library resource and answer a series of five questions about that resource. I would give them about 15 minutes to do the activity and then the class would be split into two groups with one member from each of the four groups included and they would each "teach" the other members of the group about the resource/web site they explored.

The groups worked well together which wasn't a surprise given that they're retired faculty members and interested in the topic. The biggest problem was a bit of confusion about what to do and how to get around using the computer. The class participants had varying levels of experience and "comfortability" with using computers, the Internet, library resources, and even "simple" things like the mouse and scrolling a page. I had to do a bit of hand-holding and re-explaining of things because some participants weren't sure where to go, how to get there, etc. I definitely need to give more instructions to the class, and generally talk more slowly with extra time allowed for following along on the computer, to hopefully reduce some of the confusion. After the participants worked in their groups to answer the questions, I put them in two big groups to report on what

they found. The participants seemed to really enjoy this part and were excited to report and discuss what they found. The participants asked each other, and me, questions about what they found and linked the information on the resource they explored to other web sites and resources they've used in the past. It was really cool to see the students transfer this information and relate it to their past experiences and also resources they like to use.

I thought this approach would work well for this, and other, classes I teach because the topics, ideas and concepts I cover lend themselves to these types of activities and to this way of learning. I was happy with how it turned out, and I definitely plan to use it again in the future, but I definitely need to change some things:

- (1) My instructions and directions need to be more explicit and easy-to-understand
- (2) I need to reserve more time for the activity to allow for further conversation
- (3) I need tell the participants my goals and intentions with this activity so they're sure of what I'm trying to accomplish and why they're doing the activity

I really enjoyed this opportunity to try something new. The class went well and I enjoyed trying out the activity with this group. I think this group was a great "guinea pig" for trying this activity because the class has a more informal and loose structure than the typical classes I teach when I am collaborating with individual faculty members and definitely need to fit certain topics and activities into the session to accomplish my, and their, goals. I am definitely going to take some time in the future to figure out a way to use this activity in my normal information literacy instruction sessions. I think it will

work very well with the freshmen in these classes and will help them learn the material in a new and fun way.

This class has been a wonderful resource for me to learn about new strategies, techniques and activities that I can use in my instruction and I think that I have definitely grown in my teaching this semester. I will continue trying new things and exploring new ways of doing things.