

1. Record Nr.	UNINA9910162918003321
Autore	Aaron Polger Mark
Titolo	Engaging Diverse Learners : Teaching Strategies for Academic Librarians // Mark Aaron Polger, Scott Sheidlower
Pubbl/distr/stampa	Libraries Unlimited, , 2017 New York : , : Bloomsbury Publishing (US), , 2023
ISBN	9798400646188 9798216079804 9781440838514 1440838518
Edizione	[1st ed.]
Descrizione fisica	1 online resource (xvii, 164 pages) : illustrations
Collana	Gale eBooks
Disciplina	025.5/677
Soggetti	Library & information sciences
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Note generali	Description based upon print version of record.
Nota di bibliografia	Includes bibliographical references (pages 135-155) and index.
Nota di contenuto	Acknowledgments A Short Introduction: "OMG," Another Library Lesson! Chapter 1 Defining Engagement Chapter 2 The Generations of Learners Chapter 3 Examining Diverse Learning Groups Chapter 4 Teaching Techniques That Engage Learners Chapter 5 Engaging beyond the Library Classroom Chapter 6 Understanding Disengagement Chapter 7 Marketing Information Literacy through Successful Engagement Practices Epilogue Appendix References Index
Sommario/riassunto	This book connects teaching practical strategies and ideas with educational theories to give you techniques to use in the classroom to capture students' attention and engage them with instruction. Drawing on the literatures of adult education and of teaching skills, Engaging Diverse Learners: Teaching Strategies for Academic Librarians presents a wide range of methods to improve how you teach. Coauthors Mark Aaron Polger and Scott Sheidlower argue that in order to grab-and hold onto-students' attention, instructors must get their interest right from the beginning. The techniques they suggest explain how to take into consideration the range of different learning styles students may have, how to accommodate students with different English language skills or abilities, and how to successfully work with individuals from different

socioeconomic backgrounds or from different technologically adapted generations. The sections for each group address the key questions of identification (who are they?); how members of that group tend to react to libraries, librarians, and education; and how educational theories of that time affected students' learning in that generation.
