From Student to Teacher and Back Again: How becoming a student has changed my teaching practice

Michelle Price  
*St. John Fisher College, mprice@sjfc.edu*

How has open access to Fisher Digital Publications benefited you?

Follow this and additional works at: [http://fisherpub.sjfc.edu/library_pub](http://fisherpub.sjfc.edu/library_pub)

Part of the Library and Information Science Commons

Publication Information

Price, Michelle, "From Student to Teacher and Back Again: How becoming a student has changed my teaching practice" (2014).  
*Lavery Library Faculty/Staff Publications. Paper 21.*  
[http://fisherpub.sjfc.edu/library_pub/21](http://fisherpub.sjfc.edu/library_pub/21)

Please note that the Publication Information provides general citation information and may not be appropriate for your discipline. To receive help in creating a citation based on your discipline, please visit [http://libguides.sjfc.edu/citations](http://libguides.sjfc.edu/citations).

This document is posted at [http://fisherpub.sjfc.edu/library_pub/21](http://fisherpub.sjfc.edu/library_pub/21) and is brought to you for free and open access by Fisher Digital Publications at St. John Fisher College. For more information, please contact fisherpub@sjfc.edu.
From Student to Teacher and Back Again: How becoming a student has changed my teaching practice

Abstract
During the summer of 2014, the science librarian at St. John Fisher College got behind the bench and joined a working group in the cell biology lab. With no formal science education, the first-time pipetter plunged deep into lab culture and worm genetics. Returning to the role of student revealed many unexpected emotions and teachable moments for this veteran library instructor that will reshape her approach to library instruction with science students. Specifically how to address fear and frustration in the classroom, while leaving opportunities for fun.

Disciplines
Library and Information Science

Comments
From Student to Teacher and Back Again

How becoming a student has changed my teaching practice

Michelle Price
St. John Fisher College
mprice@sjfc.edu
October 2014
Boom!

Wormbase
3 Frame Translations
Blast
GenBank
Taking the plunge, literally

1 summer
1 hour a day
30 sessions
Fear, Frustration, & Fun
Fear
Flying Pipette Tips
Tongue Tied
Math

Math will find a way back into your life.
Applying this to Practice
General Biology

Team-Based Learning, Pick your Role

BIO127
Library Lab

Group #

Team Member Roles:

Note Taker: Responsible for filling out worksheet, writing on board and any emailing.

Discussion Facilitator: Responsible for ensuring their group has a discussion & has reasons for decisions.

Group Debater: Responsible for making group decisions with other groups, collecting comments and feedback to the group.

Class Presenter: Responsible for presenting group decisions in class-wide discussion.

Computer Operator: Responsible for navigating through the websites for the group.

Note Taker: ________________________________

Discussion Facilitator: ________________________________

Group Debater: ________________________________

Class Presenter: ________________________________

Computer Operator: ________________________________
Michelle Price €
RE: National Guideline Clearing House

While the original date of the guideline was 2008, I believe that this guideline was updated in 2012. Always take a look to see if an older guide has been updated. If not, you will need to determine if there has been major treatment changes since that older date, therefore making it less likely that should follow the guideline.
-Michelle Price, Librarian

Michelle Price €
RE: Library Tutorial-Caley Manuel

Great job at including the recommendation grade with each recommendation in your narrative. I appreciated the comment below that you included that explained why you would suggest a recommendation even with a low evidence grade. This is a great combination of known evidence plus clinical expertise.

-Michelle, Nursing Librarian

Although this is not strongly recommended, especially in children, I would use this test as an indicator to see how well Mary has been controlling her blood glucose, especially after making significant lifestyle changes in nutrition and exercise. As a provider, this test will give me insight as to future changes that might need to be made to Mary’s diabetes management plan—insulin, metformin, exercise, diet, etc.
Great job at attaching each strength of evidence to each recommendation. When you were writing your response what were your thoughts to how many of the recommendations were marked Strength D? Option: expert opinion, case reports and reasoning from first principles?

-Michelle Price, Nursing Librarian

Hi Michelle,

Even though most of these recommendations were marked Strength D, these are based on reasoning from first principles, case studies and expert opinions as already mentioned above. For example, lifestyle modification which includes nutrition and physical activity is part of Strength B recommendation. And 2 of the recommendations marked strength D were based off of this recommendation; while we were educating Mary on Diet and nutrition and as part of her regimen and encouraging to engage in 30-60 minutes of vigorous activities. So, as I was writing my recommendations based on the guidelines provided, I was comparing them to the Strength B recommendation as well as to my clinical knowledge from working with patients with Diabetes.
Frustration
blees830

mpricesjfc My first successful gel. :)

mpricesjfc Lanes two, three, four empty. Failure number two on par-1h. Forget you h, I am going to work on g, so there.

mpricesjfc Failure no. 2. Problem with master mix(er). Total freaking frustration.
blees830

mpricesjfc My first successful gel. :)

mpricesjfc Lanes two, three. Failure number two on page two. I am going to work on g, h, i...

mpricesjfc Failure no. 2. Problem with master mix(er). Total freaking frustration.
Applying this to Practice
Letting the Frustration Work

= Not giving the answer out right away!

---

**Example 3: Dates**

*From the CSE Manual*

There are three dates of importance:

- The date the publication was placed online, or alternatively, was copyrighted
- The latest date any update or revision occurred
- The date the person doing the citing accessed the publication online

---

1. List two things about the image that you can infer from the date information in each example below.
   
   (a) [c2012, accessed 2014 Sep 26]
Halting Frustration

“I was worrying about emailing you, I didn’t want to bother you. You taught me this last semester too, I should know this…”

“I had to switch to a capstone instead of comps, now I behind and have to do my lit matrix all over again.”

“I need help finding an article for my NURS 304 hot topic paper. my topic is rehabilitative technologies, and I'm trying to focus on the orthopedic subtopic of it. I have tried on CINAHL and the military database, and I'm not finding anything really close to what I was hoping for.”
Olana,

Depending on the type of rehabilitation there are many different types of technology you can focus on. As you start searching you may find that a certain aspect of it interests you more, say rehab for stroke patients or wounded veterans.

For this topic I started at the library homepage [https://www.sfsu.edu/library](https://www.sfsu.edu/library) and in the Simple Search box on the home page, I clicked on the **advanced search** link just under the box and did this search (see picture below) and got a bunch of good results. I think the key is to keep the words orthopedic rehabilitation together and put technology second. See how in my search below I did technology* - that asterisk means it will look for the word technology and technological and technologies.

Here is an example of something I found using that search [https://pluma.sfsu.edu/login?url=http://search.ebsobhost.com/login.aspx?direct=true&db=ajh&AN=36375805]&site=eds-live&scope=site

I am out Wednesday afternoon (today), but there will be a librarian at the Help Desk today until 9 pm.

Michelle
Fun
What I was supposed to be doing…
...what I was actually doing.
Applying this to Practice
Fun in Cell Lab

Group 1 - Hurricanes
"men" and "BRCA1"
Under purification gates (left side, bar)
Enrich, 5 years
Results

Group 2 - ThunderCats
"men" and "BRCA1"
Then... used cursor to select
Article Type - Clinical Trial
and Publication Date - 5 years

Group 3 - Cindy &
"BRCA1" (mature)
Lab Secretariat (CA-00)
5 years
Results

Group Flash Lightning
Health
- 5 eyes
Freshman Orientation
What the students were supposed to be doing…

Goals

Establish the library as part of their traffic pattern the first weeks of school to establish good academic habits. Students identify a third place after residence hall room and classroom to meet and study, alleviating social pressure of where to be the first few weeks of school. Decrease anxiety about transitioning to an academic library in order to facilitate use.

Student Learning Outcomes

- Determine location of resources and services.
- Identify policies regarding the checkout of material.
- Recognize library staff as a welcoming point of assistance.

High School to College Transition

Students learn that not all spaces in the library are for quiet, that there are many staff people at the library available for assistance not just one or two, that the library is food and drink friendly, and that the books are organized by a different systems than a school or public library.
...what they actually did.

Acknowledgements

Thank you to Dr. Daryl Hurd, Associate Professor of Biology, St. John Fisher College, for letting me join the cell lab team during the summer of 2014. Thank you for your tireless patience and unending enthusiasm.

Thank you to Zachary Hilt and Gretchen Dykes for their repeated help in lab and their permission to use the Boat Picture.