

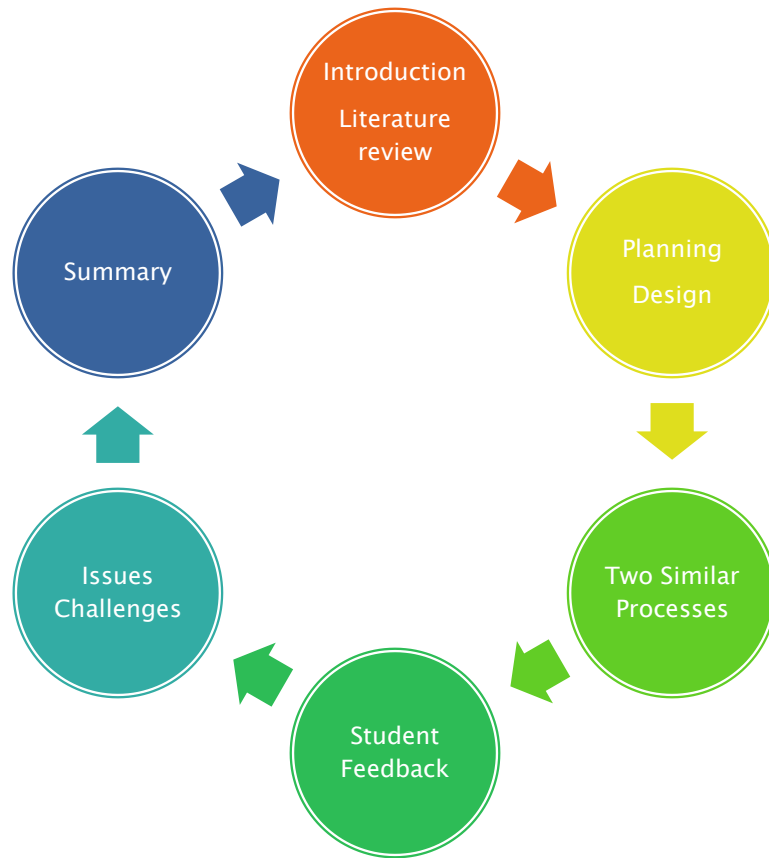
# Fu Can Cook: Using Chinese Cooking Techniques to Teach Library Instruction

Fu Zhuo, Research and Instruction Librarian  
University of Missouri–Kansas City


[zhuo@umkc.edu](mailto:zhuo@umkc.edu)

816–235–1541


June 2, 2011




# Introduction

- ▶ Teaching new college students how to find academic resources within a 50-minute time frame is a challenge.
  - ▶ Part of that challenge is because of the complicated research process.
  - ▶ In order to make this teaching moment easier to understand, effective, and entertaining, Chinese cooking techniques are applied.
- 

# Literature Review

- ▶ “Teaching is like cooking: it is about choices that inform your technique” (Sittle and Cook 5)
  - ▶ “Promoting scientific literacy is important...Students who have very little background in biological physics can relate to cooking” (Savarese)
  - ▶ “...if your goal is to engage students and to get them started searching, then tapping into students’ experiences by asking what they think is useful” (Cook 3).
- 

# Literature Review Continued


- ▶ “Begin your lesson planning by deciding whether the learning opportunity calls for Direct Instruction or for Student-Centered Learning. Use strategies of Direct Instruction if you need to present skills and/or concepts. Use Strategies of Student-Centered learning if your primary concern is that students experience a particular phenomenon” (Cook 18)
  - ▶ “Experience-based, or experiential, instructional methods...accommodated more complex and diverse approaches to learning process and outcomes; allowed for interactivity; promoted collaboration and peer learning; allowed for addressing cognitive as well as affective learning issues; and perhaps most important, fostered active learning” (Ruben 501)
- 

# Planning and Design

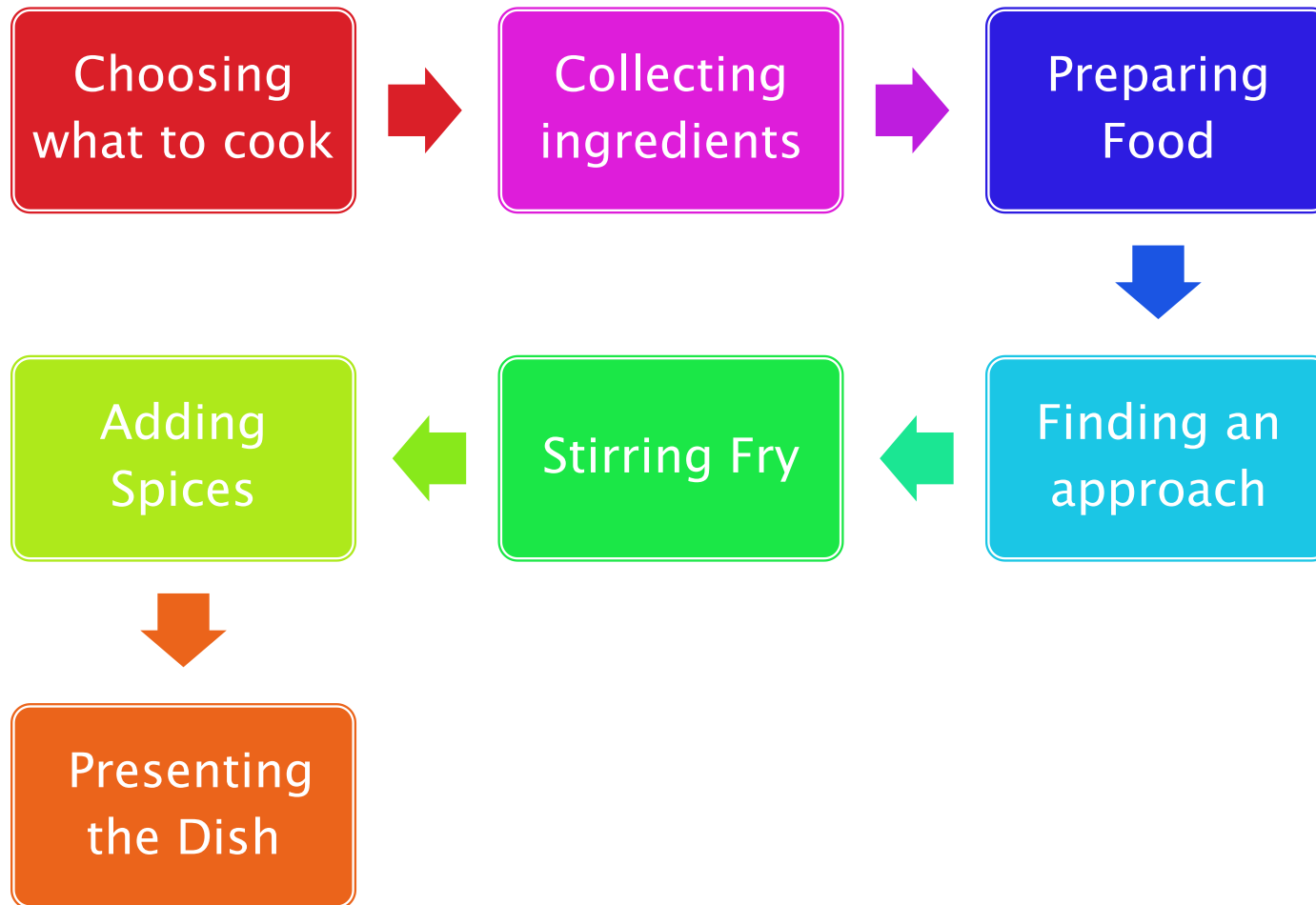
- ▶ How did I come up with this idea?



# Planning and Design

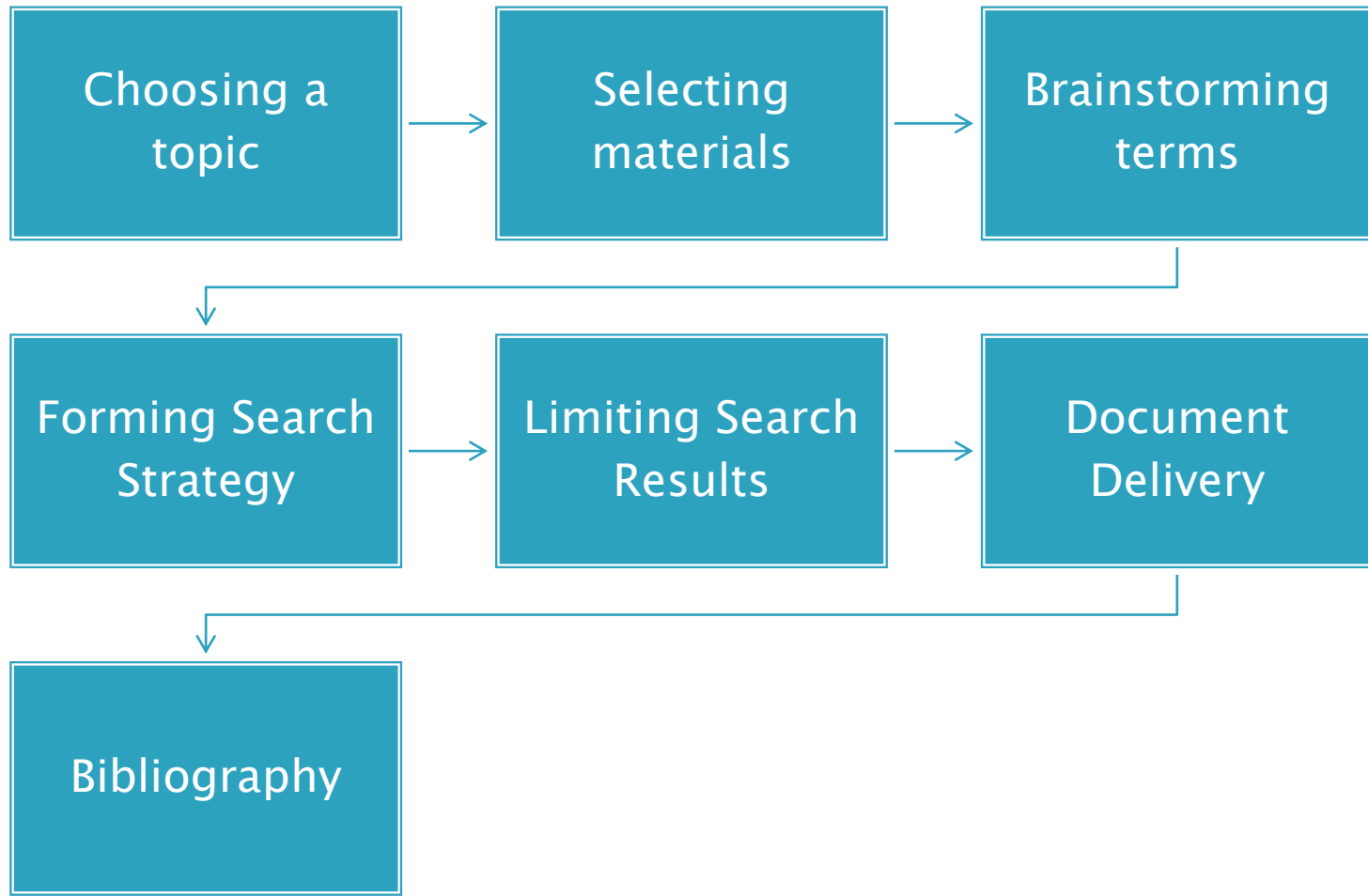
- ▶ Buying aprons, printing database names, and borrowing a shower cap
  - ▶ Planning classroom activities and using a research strategy exercise worksheet
  - ▶ Comparing two processes and analogy
- 

# Diagram of Chinese Cooking Process





# Diagram of Library Research Process



# Two Similar Processes

- ▶ Choosing what dish to make



Chinese Cooking

- ▶ Choosing a topic based on a class assignment or personal interests taking into account availability of resources and scope of the topic

- Student personal interests
- Encyclopedias
- Current Issues
- Teacher's assignments

Library Research

# Two Similar Processes

- ▶ Collecting necessary ingredients



Chinese Cooking

- ▶ Selecting different types of resources that will provide proper information:

- Books
- Journal articles
- Databases

Library Research

# Two Similar Processes

- ▶ Food preparation



Chinese Cooking

- ▶ Locating the library catalog and database search interfaces on the library's webpage
- ▶ Learning how to use title, subject, author, and keyword to search

Library Research

# Two Similar Processes

- ▶ Finding an approach based on a recipe.

- ▶ Creating a search strategy and brainstorming for search terms



- ▶ Learning how to use Boolean Operators to combine search terms

Chinese Cooking

Library Research

# Two Similar Processes

- ▶ Should I bake, grill, stir fry...?



Chinese Cooking

- ▶ Choosing either to go to the catalog or a database to find the information they need

- Book review
- Book about global warming
- Research article of literary criticism

Library Research

# Two Similar Processes

- ▶ Stirring, adding salt, and other spices



Chinese Cooking

- ▶ Narrowing down to specifics or using truncation to expand results

- Print or electronic
- Full-text or abstract
- Scholarly or popular
- Reference included or not included

Library Research

# Two Similar Processes

## ▶ Tasting dishes



Chinese Cooking

## ▶ Evaluating materials

- Up-to-date
- Accurate
- Objective
- Level of audience intended for
- Authoritative
- Scholarly
- Authentic

Library Database Search



# Two Similar Processes

## ▶ Presentation



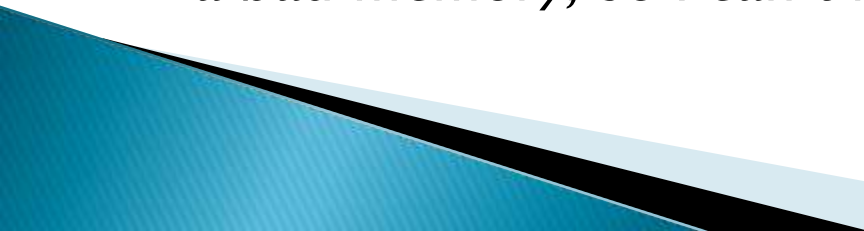
Chinese Cooking

## ▶ Citation styles


- MLA
- APA
- Chicago

Library Research


# Students Feedback

- ▶ *“Keep it fun.”*
  - ▶ *“Great class, lots of useful information.”*
  - ▶ *“Fu Zhuo, you are the BOMB, Thanks.”*
  - ▶ *“Loved the costume – got our attention.”*
  - ▶ *“That guy rocked! Super entertaining and educational!”*
  - ▶ *“Our instructor was AWESOME! He was nice, fun, and I learned A LOT.”*
  - ▶ *“The presentation seemed sort of rushed, but I like that you had each student try out on searching on the databases. I also thought the handout you gave us was helpful.”*
  - ▶ *We probably didn’t need instruction on each database. The class was informative and the handout was helpful. I just have a bad memory, so I can’t remember the names.”*
- 


# Benefits

- ▶ Simple and low cost to implement
  - ▶ Explains a complex research process using a simple life experience
  - ▶ Engages students in the class and increases classroom interaction
  - ▶ Enriches library instruction pedagogy and promotes diversity in both teaching and practice
  - ▶ Makes research process easier to understand and entertaining
- 

# Issues and Challenges

- ▶ How to balance means and ends?
  - ▶ Will the new approach take up already limited instruction time?
  - ▶ At what level is applying this new approach more appropriately, freshmen or graduate level class?
  - ▶ Will the teaching faculty and students really accept this new approach?
  - ▶ What will happen if the teaching faculty asks to show other databases in the class?
- 

# Conclusion

- ▶ The challenge always remains for academic librarians to teach new college students library information skills and research processes within a 50-minute time frame. By comparing a life experience such as Chinese cooking techniques, to the complicated research process, it becomes easier to understand.
  - ▶ If the “Master Chef Fu” can conduct library instruction with humor, enthusiasm, and entertainment, any of you can do it too. Let us make library instruction more “juicy, tender, and delicious” as well as full of fun.
- 

# Reference

- ▶ Allen, Richard H. *Impact Teaching: Ideas and Strategies for Teachers to Maximize Student Learning*. Boston: Allyn and Bacon, 2002. Print.
- ▶ Bonwell, Charles C, and James A. Eison. *Active Learning: Creating Excitement in the Classroom*. Washington, DC: School of Education and Human Development, George Washington University, 1991. Print.
- ▶ Cook, Douglas. “Why Should Librarians Care About Pedagogy?” Practical Pedagogy for Library Instructors: 17 Innovative Strategies to Improve Student Learning. Eds. Cook and Sittler. Chicago: Association of College and Research Libraries, 2008. 1–19.
- ▶ Gilbert, Ian. *Why Do I Need a Teacher When I've Got Google?: The Essential Guide to the Big Issues for Every Twenty–First Century Teacher*. Abingdon, Oxon [England: Routledge, 2011. Print.
- ▶ Green, Linda S, and Diane Casale–Giannola. *40 Active Learning Strategies for the Inclusive Classroom, Grades K–5*. Thousand Oaks, California: Corwin, 2011. Print.
- ▶ James, Abigail N, Sandra B. Allison, and Caitlin Z. McKenzie. *Active Lessons for Active Brains: Teaching Boys and Other Experiential Learners, Grades 3–10*. Thousand Oaks, Calif: Corwin Press, 2011. Print.

# Reference continued

- ▶ Ruben, Brent. "Simulations, Games, and Experience-Based Learning: The Quest for a New Paradigm for Teaching and Learning." *Simulation & Gaming* 30.4 (1999): 498–505. Web. 30 May 2011. <[http://simu.uark.edu/wp-content/uploads/2007/07/ruben\\_new-paradigm\\_simulationgaming\\_1999.pdf](http://simu.uark.edu/wp-content/uploads/2007/07/ruben_new-paradigm_simulationgaming_1999.pdf)>.
- ▶ Savarese, Katherine. "SEAS Profs Heat Up Science Courses: Science professors blend cooking with soft matter physics." *Harvard Crimson* 9 April 2010. Web. 30 May 2011. <<http://www.thecrimson.com/article/2010/4/9/science-cooking-food-weitz/>>.
- ▶ Shelton-Colangelo, Sharon, Carolina Mancuso, and Mimi Duvall. *Teaching with Joy: Educational Practices for the Twenty-First Century*. Lanham, Md: Rowman & Littlefield, 2007. Print.
- ▶ Silberman, Melvin L. *Active Learning: 101 Strategies to Teach Any Subject*. Boston: Allyn and Bacon, 1996. Print.
- ▶ Sittler, Ryan, and Douglas Cook. *The Library Instruction Cookbook*. Chicago: Association of College and Research Libraries, 2009. Print.

# Attachment

- ▶ Identify the main ideas in your research question or statement.
- ▶ Brainstorm other words or phrases that describe each idea (related terms or synonyms).

• Research Question or Statement

- ▶ Choose one term from each brainstormed list that you want to use in your search. (Make sure you choose one term representing each idea.)
- ▶ Use Boolean Operators such as “and”, “or”, and “not” to combine your search terms and then begin to search.