Some Assumptions . . .

- Hearing ≠ Listening

- Listening = Multifaceted
  - *hearing, understanding, remembering*
  - *interpreting, evaluating, responding*

- Types of Listening ↔ Purpose
For Instruction . . .

- Relational
  “shared meaning-making” (à la Brownwell)

- Contextual
  environment, culture → listening

- Reciprocal
  “teaching is listening, learning is talking” (Meier)

- Learning Focused
  a kind of **Speaker Focused Listening**
  vs. Listener Focused or Problem Focused (Little & Palmer)
For Instruction **Librarians** . . .

- Students probably want you to be Problem Focused

- But if: information is a creation process  
  Then: listening = part of that creation process

- And if: you have limited amounts of time,  
  Then: critical listening $\rightarrow$ essential

So: what is critical listening?
Defining Terms

Active Listening

Critical Listening

instruction

to understand

to evaluate

to discern
Critical Listening = Listening For . . .

- **How** a student is thinking, not just what s/he needs
  - “patterns of thought” (à la Brownwell)

- The “questions behind the question”
  - sources of confusion, topics

- Teachable moments
  - priorities, possible responses

Critical listening for instruction is about responding.
My professor says we need scholarly sources. How do I find the kinds of sources she wants me to use?

I found a source that says exactly what I’m saying. Now, what?

I can’t find ANY sources on African American culture in St. Louis! How am I supposed to do this project without sources?

1: Jot down all the questions &/or topics behind the questions.

2: How would you respond? Where would you start?
For Library Instruction . . .

critical listening is how you shift your role . . .

Teaching

helping students identify and answer their own questions

Supporting

answering students’ questions
Take Aways: Learning Focused Listening

- Is discernment oriented
  - Evaluating what you’re hearing
  - …What the speaker needs (and needs to know)
  - …What kinds of intervention or instruction make sense

- Reflects process
  - Engages meta-cognitive processes (e.g., “How did you arrive at …?”)
  - Models inquiry-based thinking processes
  - Reflects what you are hearing (e.g., “I hear you asking several different kinds of questions here . . . .” and “I noticed that you . . . .”)
  - May engage students in writing or “think aloud” exercises

- Prompts future action
  - Urges students to identify next steps in her/his research process and to develop a plan for action
Questions & Discussion
References


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