

REFLECT AND CONNECT

Creating an Online Teaching
Challenge for Instruction Librarians

Padlet

Questions 1 + 2

<https://bit.ly/LOEXreflect>

What strengths do you bring to teaching? What is working well?

What would you like to improve about your teaching? What needs a refresh?

Introduction



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Photo credit by Joseph V. Labolito

Acknowledgements

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Outline



BACKGROUND

Why a teaching challenge?



DETAILS

What did we do?



NEXT STEPS

What will we do with what we learned?

Question 3

<https://bit.ly/LOEXreflect>

Where have you/do you learn about being a better teacher?



Background

Why a teaching challenge?

Because...pandemic.

YOGA with ADRIENE

[Courses](#) [My Library](#) [Log In](#)

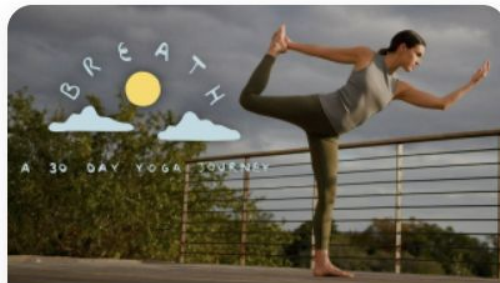
30 Days of Yoga Series - Downloadable Collections



MOVE (2022)

A downloadable version of MOVE. Great for those who wish to practice without streaming or via internet connection. Own it. Enjoy it!

Pay What Feels Good



BREATH (2021)

A downloadable version of BREATH. Great for those who wish to practice without streaming or via internet connection. Own it. Enjoy it!

Pay What Feels Good



HOME (2020)

A downloadable version of HOME. Great for those who wish to practice without streaming or via internet connection. Own it. Enjoy it!

Pay What Feels Good

Challenges are in

This guide contains 10 activities for researchers to better understand and manage their online scholarly presence, as well as the impact and reach of their research.

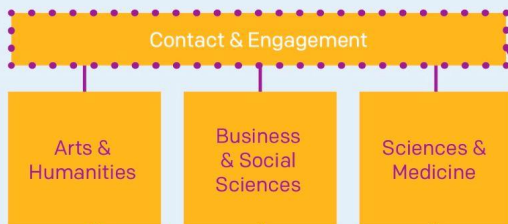
Research Impact Challenge

This guide contains 10 activities to help you as a researcher better understand and manage your online scholarly presence, as well as the impact and reach of your research. The activities are presented as daily "challenges" that you might accomplish over the course of two weeks. However, each activity stands alone and can be completed separately from the others. You should feel free to select the activities that are most relevant to you and complete them in any order you wish.

[Research Impact Challenge](#)

Strategic Steering Teams

Outward Facing Academic Teams



Library-Driven Programs & Innovation Teams & Groups



Enabling Enterprises



A nice, simple organization chart.

Strategic Steering Teams

Library-Driven Programs & Innovation Teams & Groups



Teams are designed to be:

- cross-departmental
- autonomous
- “flat”

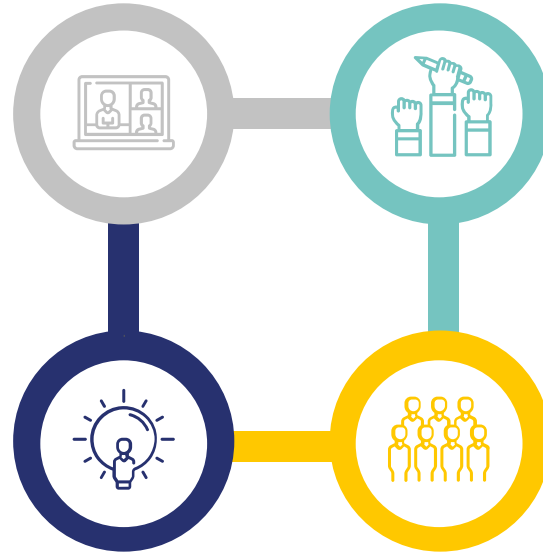
LSSSST Team structure

MEETINGS

How do we make time to do this work?

VISION

Where do we want to be?



VALUES

What values or principles does this team promote?

MEMBERSHIP

Who should be at the table?

Goal #3:

Explore methods for improving our teaching, such as structured self reflection or peer observation.

Considerations



TIMING

What would be the right time to hold this challenge?



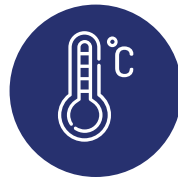
INCENTIVES

What incentives could we offer to participate?



FORMAT

Asynchronous or synchronous?



BURNOUT

Should we be asking people to do one more thing?

Let's do this.





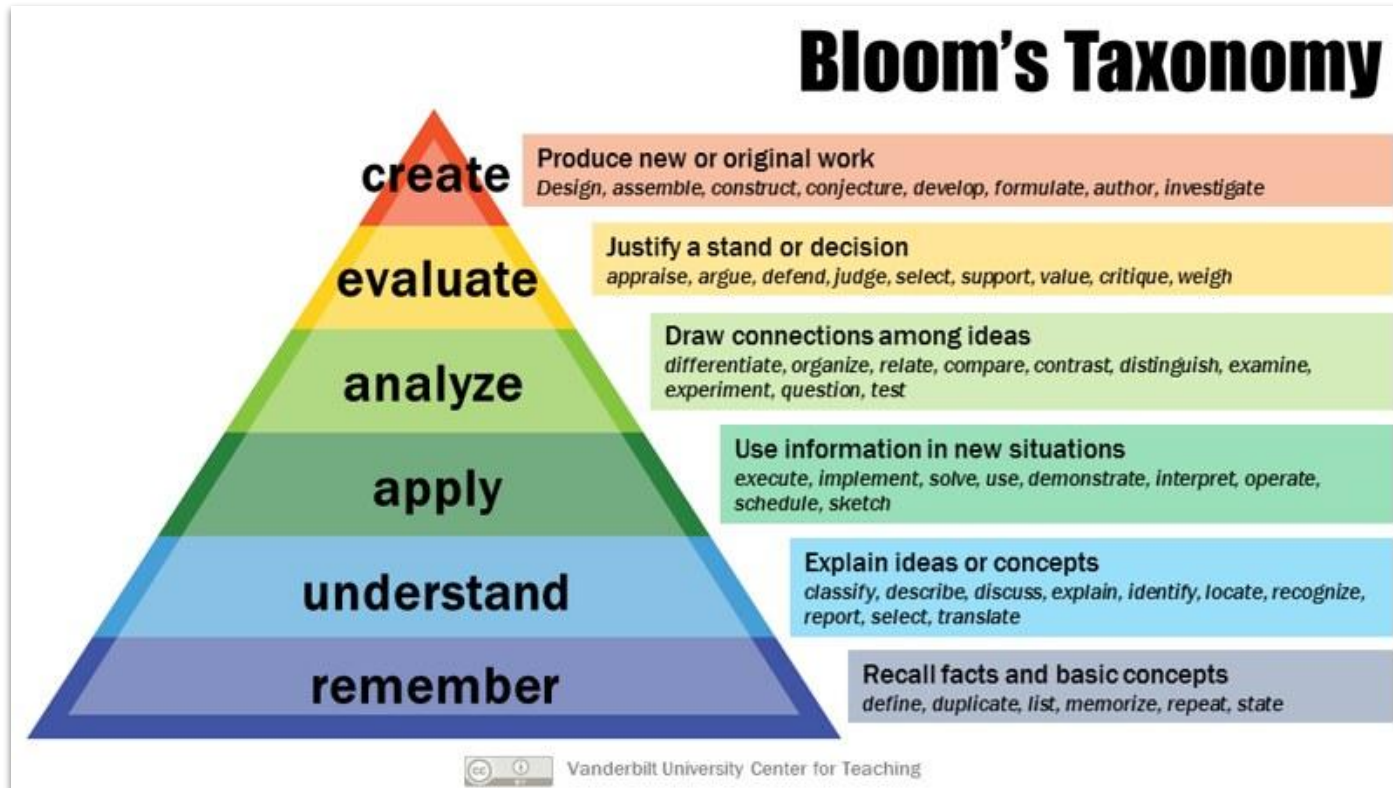
Details

What did we do?

The structure

- One month
- Completely online
- Lived in Canvas
- Suggested weekly due dates
- LSSSST members rotated responsibilities

Bloom's Taxonomy



Weekly themes

Week 1



UNDERSTAND

Articulating
your values

Week 2



APPLY

Inclusive
teaching

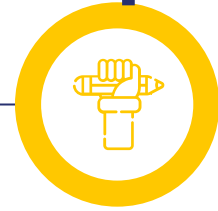
Week 3



ANALYZE

Building
partnerships

**Week
4**



CREATE

Writing a
teaching
philosophy

Weekly structure

INTRODUCTION

A summary of the module

SHORT READING

The article we felt most relevant

REFLECTION

Respond to a prompt based on that reading

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Weekly structure

ACTIVITY

Pick from a list of options

CONNECT

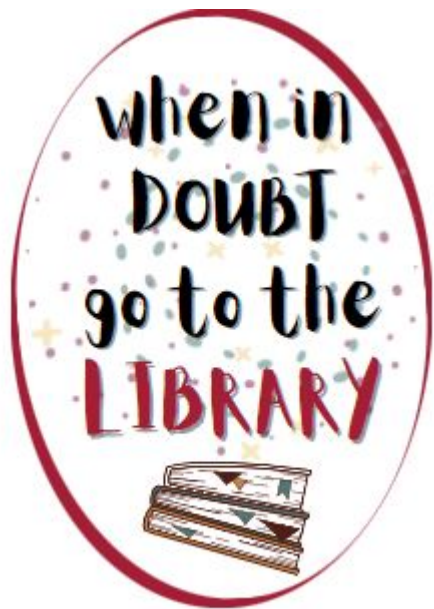
Respond to a colleague's post

CITATIONS

Further non-required reading

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Incentives



The content



LSSSSTeaching Challenge Curriculum

<https://bit.ly/TUteachingchallenge>

[Link](https://bit.ly/TUteachingchallenge)

Question 4

<https://bit.ly/LOEXreflect>

How do you assess or reflect upon your teaching?

Kickoff & Week 1 discussions

Given the continued trend towards online synchronous and asynchronous instruction, I'd like to improve my instructional design skills. I hope to create at least one learning object that would be of broad use to the FMA department during the coming year. I look forward to exploring the various week 1 tools and seeing which might be most appropriate for the tutorial I have in mind!

The thing I still struggle the most with is confidence. I am naturally shy so teaching to an audience is a little terrifying for me. I constantly have to fight the urge to just run away before a lecture. Often minutes before the lecture you will find me in another room trying to find a way out! I find the only way I can teach is if I am very prepared, feel knowledgeable about the subject and keep putting myself in teaching situations that are way beyond my comfort zone like teaching a webinar or CE course.

I always wish to include activities for student engagement but it is easier in some settings than others, so I wish to improve this. I also want to improve relationships with faculty so that we are on the same page with library goals and activities.

Over the years as my library roles have become more administrative, I have not made as much effort to grow my teaching persona and am glad this teaching challenge is, well, challenging me to reflect on this lapse.

Weeks 2 + 3 reflection

The example of providing cultural context in learning object feedback instead of keeping the default correct/incorrect is one thing I'll commit to doing for future tutorials. I'll also go through my existing learning materials and make sure to include the cultural context (academic, western) for common topics I'm asked to cover, like preventing plagiarism and citing sources. I'm hoping to assess all of my materials, libguides, and learning objects for potential areas of improvement, but I don't know if that's more feasible to do all at once or as part of the reflective process.

This article was really interesting to me and it gave me several ideas for incorporating EDI into my instruction. I now plan to go through all of my upcoming course content to see if there are places where I can incorporate more diverse examples in terms of images, practice scenarios or search examples. I am also going to try to incorporate a variety of instructional mediums if that is possible instead of just relying on text or traditional slides.

Just generally, it is hard for me, as a librarian who is based on the Health Sciences Campus, to be the liaison for programs that are housed at the Main Campus in the College of Public Health. It often takes some effort for me to visit the Main Campus and to keep up with what is going on there. I have some faculty in my programs that I speak with regularly but I often do not hear from other faculty. I can't easily just walk into their offices to have casual conversation. There has also been some turnover in the program director positions, making it hard to build connections.

I think that GenEd courses would be a great place for me collaborate with with my liaison departments. I work closely with GenEd classes taught in Chemistry and Bioengineering, and feel that I am able to help these students a lot because non-STEM students often feel overwhelmed and confused by STEM research practices. This fall, I am planning to do targeted outreach to instructors in my liaison areas who are teaching GenEd courses.



Next Steps

What will we do with
what we learned?

Assessment



Workload
Reflection
Takeaways
Connections

Best Practices

1.

Timing is everything.

2.

Choose readings intentionally.

3.

Vary modes for interaction.

Other initiatives

In person trainings

Online forums

In person journal club



The challenge is on!



Question 5

<https://bit.ly/LOEXreflect>

How can you share this curriculum with your colleagues? Meaning, where are there opportunities for conversations and practice?

Thanks! Questions?



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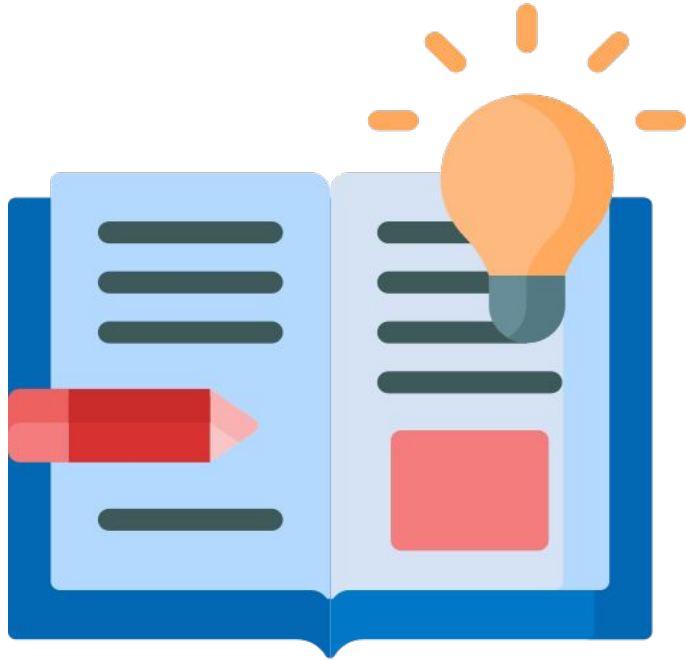
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The content



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