



## Midwinter Virtual Conference 2021

### **Questions and links from Session 4: Designing for Adaptability: A Modular Approach to Library Instruction, by Max Thorn and Leila Walker (Queens College)**

#### **Q1. Approximately what percentage of students chose to submit/share their research exercises?**

We don't have data on that but anecdotally, I'd say very few submitted complete workbooks. Our exercises need to be made clearer, and we've begun working with English profs to explore making the workbooks required. [MT]

#### **Q2. How much did the ACRL Information Literacy Framework influence the development of your course resources?**

In the previous calendar year I (Max) have tried to make revisions to course resources guided by the Framework, but have found it difficult under the circumstances, namely the nature of this introductory course and how little time we have with them.

#### **Q3. Can you give a fuller description of the meet and greet sessions?**

The librarian would introduce themselves, talk about the COVID protocols required to visit the library building, share contact info, and how-to guide for accessing library resources online

#### **Q4. Is the workbook material mandatory of students? Can you integrate a "certificate" of completion to ensure completion of workbook material?**

Currently, no, it's not mandatory--but we are exploring the idea with our colleagues in the English department. [MT]

#### **Q5. How central to your strategy is incentivizing faculty members to incorporate your material into syllabi/curricula? And what is your most effective/successful approach?**

Surprisingly, I (Max) haven't had to work very hard at all to get faculty members to give us time for our workshops, or to let us give their students our workbook to complete asynchronously. They generally just say yes. Maybe it's because we aren't

trying to require more work of their students, so they see no harm in introducing optional, beneficial work. A few of the standard syllabi for this course that the department has prepared for professors include class time set aside for librarians. That's probably what's made the difference--getting in as far upstream as possible. And that's been in place since before I started, maybe Leila could say more about how it came to be.

**Q6. This means a lot of work. Do librarians share with others who might be engaged in a Personal Librarian program or chat reference? i.e., are these modules easily adaptable to be shared?**

We're always looking for ways to increase instructional time with English 110 students (and all students, really) and in this case the standardized nature of the course allows us to leave a larger footprint than we otherwise would be able to if we had to develop completely tailored approaches to each individual class. Outside of the workbook and the workshop, an English 110 student gets research help from the library just as a student in any other class would. For example, I'd love to make myself available for research help with the English 110 students I see in workshops, but as a part-timer, I don't have the hours for it. (MT)

**Q7. Any ideas from this project that you might adapt to teaching library sessions outside of Eng 110?**

The fact that every student at QC has to take English 110 means that if I had the chance to develop library instruction material for another course, I'd design something that builds on what we teach in English 110, and start working towards a library research/information literacy curriculum that matures alongside students through their undergraduate studies. But if the circumstances are different where you are, I think all of what we've developed for English 110 could be readily adapted for a 100-level course in any discipline. (MT)

**Q8. Did your group decide on a universal lesson plan? Or variants?**

If I'm understanding your question correctly, I'd say that while every English 110 library instruction workshop has a list of learning objectives in common, the individual lesson plans are up to the librarian (MT).

**Q9. What do you cover in the meet and greet session?**

I introduce myself, talk about accessing the library building (especially pandemic protocols), emphasize that most library materials they'll need can be found online, give them a guide for online access, talk a bit about what makes library research unique, and tell them I'll see them again on the workshop date. Takes about 15 minutes. (MT)

**Q10. Is there a CC license for the workbook? are you ok with librarians from other institutions tweaking parts of the workbook for related modules?**

yes!

**Q11. Have you found getting into conversation about New Framework concepts with students in the virtual meetings? (Sorry, at work and had to break to answer a ref question during part of this). Wonderful work by the way.**

I gotta admit I just quickly googled "library New Framework" and some variations but still don't know what that is. So if I have talked about those concepts with students in virtual meetings, I've only done so unwittingly! (MT)

**Q12. Mila Su 12:06 PM Is there a CC license for the workbook? are you ok with librarians from other institutions tweaking parts of the workbook for related modules?**

Yes! Go for it, and please email us what you come up with! I'm curious to see how others might develop it. (MT)

**Q13. Did you find a difference in reactions from full time vs. adjunct librarians? Time issues etc?**

I'm not sure. Still being fairly new to QC, I haven't learned many English professors' statuses unless the topic comes up in conversation explicitly. But adjuncts teach a majority of CUNY classes, full stop, and reactions to our library instruction curriculum have generally been positive, ergo I'm pretty sure adjuncts like it. (MT)

Here's the workbook:

[https://docs.google.com/document/d/1pauulwNndKEmccd0TY\\_pXg8yhyXOSFjRQMGJADpMZDA/edit?usp=sharing](https://docs.google.com/document/d/1pauulwNndKEmccd0TY_pXg8yhyXOSFjRQMGJADpMZDA/edit?usp=sharing)

The Teaching Toolkit: <http://teachingtoolkit.qwriting.qc.cuny.edu/>

And the LibGuide: <https://qc-cuny.libguides.com/english110>