ADAPTING THE JIGSAW TO GROW ONLINE IN A HURRY

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PARTICIPANTS WILL:

- Learn about the jigsaw method in the context of professional development
- Learn about how online library instruction was developed at SUNY Cortland Memorial Library over Summer 2020
- Consider whether the jigsaw method is a good fit for your own library project
ONLINE LIBRARY
INSTRUCTION REBOOT

Goldstein, 2018
How did librarians at your institution prepare to teach online?
How did you feel about the process?
REASONS FOR USING THE JIGSAW

• Developing deep and broad expertise
• Ambitious scope
• Group dynamics
• Leadership opportunities
TIMELINE

Use Summer 2020 to learn about teaching online.

- Two weeks: Pedagogy
- Two Three weeks: Technology
- One month: Produce lesson plans and online learning materials
SCOPE OF THE PROJECT

I. Pedagogy
   A. Design & Layout
   B. Content & Activities
   C. Interaction & Small-Group Work
   D. Assessment & Feedback

II. Technology
   A. Whiteboards
   B. Interactive Presentations
   C. Mindmapping
   D. Screencasts
   E. Tutorials

III. Production
   A. Freshman Experience (COR 101)
   B. Freshman Composition (CPN 101)
   C. Subject Instruction (Upper-level)
<table>
<thead>
<tr>
<th>PEDAGOGY</th>
<th>TECHNOLOGY</th>
<th>PRODUCTION</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1.</strong> Set task</td>
<td><strong>1.</strong> Reset</td>
<td><strong>1.</strong> <strong>Remix teams</strong> and reset</td>
</tr>
<tr>
<td><strong>2.</strong> Teams research and document</td>
<td><strong>2.</strong> Teams test, research, and document</td>
<td><strong>2.</strong> Teams design, create, and document using best practices learned in phases I &amp; II</td>
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<tr>
<td><strong>3.</strong> Create shared documentation and meet to share findings</td>
<td><strong>3.</strong> Create shared documentation and meet to share findings</td>
<td><strong>3.</strong> Create share documentation and meet to share results</td>
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PROJECT MANAGEMENT:
WORKING ALONGSIDE

Lev-Ram, 2020
What forms of mentorship do you find to be most valuable?

- Documentation
- Best Practices
- Check-Ins
- Project Management Assistance
ADVENTURES
AND LESSONS LEARNED
RESULTS AND TAKEAWAYS

• Shared toolkit for online teaching
• Librarian confidence
RESULTS AND TAKEAWAYS

• Interpersonal connection
• Leadership opportunities
• Change management
FUTURE DIRECTIONS

• Share the load
• Timing is everything
• Balance the teams
DELIVERABLES
ED TECH RECOMMENDATIONS FOR CAMPUS

Mcmurryjulie, 2017
COR 101 for Sociology & Criminology
Majors (Fall 2020)
Unlock Your Library!

You are locked inside the library!

Read the question to unlock the door to the library. Please fill in the COR 101 guide where you can find answers to the questions.

The correct answer will open the door to the library.

Correct answers in each section will unlock the door to the library. Incorrect answers will not be able to unlock the door. Continue with each answer and you will be able to unlock the door. Continue until you unlock the door.

Correct!
SUBJECT INSTRUCTION TEMPLATE
SHARED SUBJECT INSTRUCTION MODULES

Tips for Librarians

- Remember to copy boxes rather than to map them.
- Recreate any concept activities we have examples of (forms for example).
- Consider synchronous vs. asynchronous—what activities work best for each? If it’s a video and an assessment about the video does that work best asynchronously? Group work or discussion in synchronous meetings? Not all the activities we have will be suitable for every class.
- Introduce yourself synchronously.
- Think about readability of activities; no one wants to watch the same video again and again. Try to think about sequencing within your department. When you design your subject instruction, don’t forget to insert your profile box and the chat widget into the bottom of activity pages so that it’s obvious how to get help if students have questions.
- When embedding videos into a libguide make sure you embed them responsively so that the size of the video adjusts to the size of the screen. This site will create responsive embed codes.
- Here is a link to a template libguide for an individual class. Thank you Lauren for making it.

DON’T FORGET TO LOOK AT OUR DRAFT OF TALKING POINTS (currently on Teams) FOR HELP WHEN DISCUSSING INSTRUCTION WITH YOUR PROFESSORS.
Welcome to the Online Composition Library Instruction Program (CLIP) A.

Welcome to the Composition Library Instruction Program (CLIP). These short modules have been designed to "build up" your research skills for writing college-level research papers.

We recommend completing the modules from top to bottom. Most modules have more than one question; please scroll down before clicking the red submit button to be sure that you haven't missed anything. Take your time, and if you don't like your score, feel free to take the module again.

In order to complete the CLIP requirement for GPA 101, you must achieve a total score of 85% or better on the following modules. You can do it. You can take most of these modules as many times as you wish, and you will receive feedback for any incorrect answers. To check your progress, click My Grades, where you can review your scores for individual modules as well as track your overall progress (Weighted Total). If your Weighted Total has not yet reached 85%, try reviewing some of the modules to improve your score.

If you have questions at any time about these modules or ANY research issues, please visit the Help page. The Help page is the last link on the black menu on the left. If you do not see a black menu, click the long blue bar to expand it. You can also chat with a librarian 24/7.
FRESHMAN COMPOSITION: BLACKBOARD MODULES

QUESTION 1

Watch this video, then answer the questions.

SIFT: Evaluating Web Content
Duration: 4:28
User: kia - Added: 6/16/20

First, when you find a source for a paper, the first step is to read it thoroughly.

- True
- False

QUESTION 2

At what SIFT stage do we look for links or citations showing a document’s sources?

- A. Stop
- B. Investigate
- C. Find
- D. Trace
Students reported that as a result of completing the online modules that we created for Freshman Composition classes, they:

- Used what they learned to complete their research papers (89%)
- Did better in class (79%)
- Used library resources or services (91%)

Students especially appreciated the online modules related to navigating Primo.
LIBRARIAN FEEDBACK

• Collaborations
• Leadership
• Efficiency
• Useful final product
LIBRARIAN FEEDBACK:
COLLABORATIONS

• New partnerships
• Developing and capitalizing on divergent expertise
• Technology
LIBRARIAN FEEDBACK:
LEADERSHIP

• Pre-selected team leaders
• Opportunities for professional growth
LIBRARIAN FEEDBACK:
EFFICIENCY

• Many hands make light work
• Divide and conquer
• Breaking down a large project
LIBRARIAN FEEDBACK: USEFUL FINAL PRODUCT

- Shared documentation
- Templates
- Shared learning objects
- Technology a mixed bag
FINAL THOUGHTS

remember people?
remember places?
NO
IS THE JIGSAW RIGHT FOR YOU?
• Large project?
• Workload?
• Group dynamics?

IS THE JIGSAW RIGHT FOR YOU?

• Staff buy-in?
• Staff size?
• Leadership?
Now that you've learned a bit more about using a jigsaw in a professional development context, is this something you want to try?

Yes, and I have a project in mind!

Maybe, but there are barriers.

Maybe, but it might not be a good fit for my library.

Maybe, but I still have questions.

No, negative, that's a NOPE from me.


Goldstein, J. (2018). *The gift was starting over* [Photograph]. Retrieved from https://medium.com/pillar-companies/the-gift-was-starting-over-dc1f3a1f425a


QUESTIONS?

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