

# **ACRL NEC NEECLIG Winter Meeting**

## **Thursday, January 7<sup>th</sup> 2021 9am-12pm**

### **Via Zoom**

**Notes by Lucas Hall, Secretary and Corinne Ebbs, Co-Chair**

**9:10 AM**

Corinne's intro, board intros, ground rules. No questions are asked.

ACRL NEC NEECLIG web page: <https://acrlnec.org/special-interest-groups/neeclig/>

## **Topic: Active Learning Online**

**How do you get students actively involved in class sessions?**

**Provide an example of what worked in your classes.**

### **Ideas Shared:**

> Use Google docs -- students work on google docs in Zoom breakout rooms where their progress can be monitored. Intro chemistry activity on evaluating sources. A Google doc is created for each room and students in the room would each have a section of the google doc to work on, identified by heading. It helps to have dual screens! Classes were 60 min. 4-5 groups.

> Use Padlet for instruction. This was fun. In smaller classes this speaker said students could private message her in Zoom chat with any questions, and that worked well. She did not get a pro subscription because she didn't save the padlets that were made. She still uses the free version by deleting data.

> Use of Jamboard -- set up individual slides for each student, then everyone sees the whole thing.

**Did anyone receive as many instruction requests since the Pandemic hit?**

Librarians in other than EDUC disciplines:

> a health sciences librarian had as many classes in the fall as was typical, about 30. She used Poll Everywhere. Also had more reference questions than was typical.

> business and entrepreneurship -- these sessions dropped off last semester, with only 5. Newly created libguides for the classes (20 sections!) enabled faculty to skip library sessions.

**How do people keep up enough to be quick and fluent with all the unfamiliar new tools mentioned?** Running a class with confidence is challenging.

Another agreed with this! Most classes before the pandemic were not online. Students have been thrust into all different platforms. We had tried Google docs, but it was more freeform. Everyone is trying new things, so the students are watching everyone mess up. Probably not fun for students to see this happen across their classes.

**Have you been successful? How can we assess instruction now? Have any of you been successful in getting all librarians on board with the same tool?**

> In one library, 20-25 instruction librarians work in different disciplines, so it is not realistic that everyone use the same products.

**So how can we possibly assess our work?** Another session's topic?

**Suggestions:**

> Contact instructional Design department on campus with the understanding that library instructional design needs to be more approachable and less consequential. Our instructional design depts are not designed for our kind of teaching. (Those of us in small institutions laughed at the suggestion that we hire an instructional design librarian. :-)

> Maybe we can focus on assessing our success in reaching conceptual and critical thinking goals rather than in using the technology. This WOULD be a good further topic for NEECLIG.

> One attendee spoke of being deeply embedded and involved in grading at one time. For two years her school ran 4 sessions per class. For a number of reasons, the project was terminated, but it did create positive relationships with students. Since it stopped, she spoke of losing contact with students. Being remote has also cut down on "drop-in" consultations. We need to get back to working more directly with faculty without taking up so much of their class time.

> Another had a strong online program before covid hit. About 50 classes. Their challenge was a campus-wide LMS switch to Canvas right before COVID and then a loss of staff. They were down to one instruction librarian. When students had a specific research assignment, a chat room was set up and the students cycled in and asked questions. Assessment -- they had to assess students, because the info literacy frameworks are the standard.

**A question rose about asynchronous flipped instruction.** Depending on buy-in, some were successful flipping classes and others were not.

**Responses:**

> [Flipping instruction] made the session much more fun for me.

- > In one case, there were 2 levels of comp classes--tutorials out of LibWizard--that students had to take before the session, and this worked really well. The students had already done the work, and responses were sent to the librarian. That made it easy to alert the instructor to how many students got stuck on this or that with good results.
- > Another librarian worked with synchronous comp classes. In her case, students rarely did previously assigned tasks.
- > A suggestion from the [virtual] floor was for the professor to grade [or track] the work in some way. That type of flipping might have worked more effectively.

## **10:00 AM**

- > Another example of flipped asynchronous instruction was in a first year seminar: Students would do pre-work. With faculty buy-in the module created was effectively shared with the students. They were then able to embed a lot of critical thinking into the activities and assignments. In another class, close collaboration with the faculty member was missing and so the class did not work as well. Flipped instruction works if you have the right faculty member.
- > How can librarians get buy-in from faculty across campus? There are many faculty who haven't embedded librarians or library sessions into their courses even when the opportunity was there.
- > For face-to-face people, approaching faculty directly works best.
- > A challenge was noted in being proactive in advocating for involvement without being pushy and overwhelming to faculty. And how do we maintain sanity and boundaries through all this?
- > It takes time. Aligning ourselves with allies on campus (such as the tutoring center where, in one case, a math tutor joined with the librarian to lead discussions together, and in another the instructional designer became an ally) can help build bridges. Attending events on campus -- when professors present their work for example--can also be effective. Programs that stay disengaged from Library support result in their students floundering when working on their senior projects. How do we break out of this stalemate after years of attempts to bring people in?
- > Engage with liaison department faculty if you can. Some try to attend a departmental meeting with them once a semester.
- > Some of us have options to take more active roles in faculty governance. One served 2 years as faculty speaker. It meant that faculty got to know her. She suggests that if your campus has a January Jamboree type thing, volunteer and offer sessions on new databases or other library resources/services. Run for gen ed or any other committee you may be interested in.

> Don't forget to take care of your own sanity. Don't stress about the faculty who will not [listen to you]. Conserve your energy.

> A few campuses have a couple of weeks every semester where faculty open their classes to visitors. Sitting in some of these classes shows interest and builds rapport with faculty. It can help to attend new faculty orientations if you have the opportunity as well.

#### **BREAK 10:17 - 10:35**

**What support did you need (or have) to be successful (e.g. administrative & IT support, software licenses, Internet hot spots, colleagues, others?)**

- Having **administration rights to LMS** (Canvas)
  - Embedding relevant modules in classes
  - Working with class courses through discussion boards
  - Tell online learning staff that this takes off work for them. Librarians had permission to go into any course and add content (not student information)!
- **Embedding into courses** with regular discussions (this took 7-8 years to manifest!)
- We need **faculty advocates** who can say "X librarian is doing so much and helping me in these ways."
- Students need to form a relationship with the librarians who work best face-to-face or in synchronous remote classes
- The orgs that are particular to my subject specialties have created interest groups that are specific to instruction. These discussions/demos are very helpful.
- Supportive provosts/admins--when someone is complementary about what I am doing, I ask them to comment in an email to my director/supervisor.

**What were you lacking?**

> Wish I had more support from Provost's office. We are in the midst of staff retirements. Provost suggested a video, a flip answer.

> I wish we had more communication from top to bottom and bottom to top.

> Libraries are rarely included in newer accreditation standards (NECHE for example)

> Pressure to pick ONE tool across campus--no one can agree. There needs to be a broader way of shared prioritization.

## **Have any of you experienced problems with internet online connections?**

> Stories of losing internet connection and losing power (One for 51 hours!) followed. Also many students have poor internet access. Power loss, Internet connections, International student issues accessing some of the tools we use, etc.

> How can we be available for times that aren't synchronous to our work schedule? Could we change our days to 10-6 or 8-4?

> Will my students have access to the library's resources while they are home in China? We will need to deal with this issue more and more.

## **What form will instruction take Post-Pandemic?**

- Pandemic has forced us to prioritize, think about what matters. Online instruction requires us to be succinct and intentional. We may be making better use of student's time now than before.
- Post-Pandemic, students WILL remember that we are approachable, and that we are there for them to talk to.
- Maintain ability to teach hybrid classes, to jump on Zoom, and also to teach on campus in a classroom
- There should be a lot more flexibility to work remotely, have remote meetings, and to do some things in the way we have learned to in this pandemic. Several of us think Zoom is here to stay but that face-to-face teaching will also return.
- Move videos into asynchronous learning. Flip those classes! Now that more faculty have been using online learning, leverage that and build buy-in to have students do pre-session work so we can get to higher levels in/of our teaching.
- More 1:1 consults in our future via Zoom, less just-in-time service at a reference desk. If we continue to do face to face reference, consolidate services. How about adding a writing tutor to the desk?
- We have a very close relationship with our tutoring center. Our students make appointments with student tutors who have been trained for the job.
- One library has worked with their Writing Center to train tutors to create Libguides. This will create shared content for later use.

**Other Software Options were discussed:**

EdPuzzle could be used to assess student learning within videos. You can customize a video, add your own narration, add questions in the middle of the video.

One or two librarians thought it was a tool exclusively for Elementary settings, but a quick look at the website gave this information:

[EdPuzzle](https://support.edpuzzle.com/hc/en-us/articles/360012375851-How-can-I-use-Edpuzzle-with-my-college-students-or-adult-learners-)

<https://support.edpuzzle.com/hc/en-us/articles/360012375851-How-can-I-use-Edpuzzle-with-my-college-students-or-adult-learners->

From the website:

EdPuzzle is a free assessment-centered tool that allows teachers and students to create interactive online videos by embedding either open-ended or multiple-choice questions, audio notes, audio tracks, or comments on a video. Edpuzzle interactive videos can be made with videos from a number of websites, including [YouTube](#), [TED](#), [Vimeo](#), and National Geographic.

**With Edpuzzle, you can make any video your lesson in three easy steps:**

1. Find a video on YouTube, upload your own or re-use a video lesson created by another teacher.
2. Then, edit the video to create your lesson. ...
3. Assign the video to your students and check their progress in real time while they learn at their own pace.

[EdPuzzle Help Center](#) for Teachers

[How to Teach Remotely with EdPuzzle](#)

[How To Flip Your Classroom with EdPuzzle](#)

<https://youtu.be/-L62wAxGzEM>

[EDpuzzle Tutorial and Review](#)

[Watch and Learn? Using EDpuzzle to Enhance the Use of Online Videos](#)

**11:45**

**Topic Ideas for next meeting?**

- Maintaining one's curriculum collection
- Developing/Sharing Anti-Racist collection/weeding policies
  - Could include teaching visual literacy piece to teacher candidates--what to pay attention to in illustrations/text
  - Best resources for academic institutions
- Assessing synchronous and asynchronous conceptual & critical thinking goals.
- Other?

**END**