**LOEX 2018 Presentation: Beyond the Library One-Shot: Scaffolding a Relevant and Authentic Foundation for First-Year Student Researchers**

**Donna Harp Ziegenfuss, Ed.D.**
Associate Librarian, J Willard Marriott Library, University of Utah

801-585-0542
donna.ziegenfuss@utah.edu

[**http://tiny.cc/loex18**](http://tiny.cc/loex18) **-** (Supplemental website with the PowerPoint, handouts and other resources)

**The Teaching Guidelines Matrix**:

* Aligns Core Librarian Teaching Values (top row) and the 4 Phases of the Quality Course Framework (QCF) <https://utah.instructure.com/courses/493229>.
* This matrix was designed and developed by Donna Ziegenfuss after other U of U Education Services teaching librarians went through a brainstorming process to define the *Librarian Values* component; top row of the matrix.
* This matrix can act as a guide to help you in designing, implementing, and evaluating library instruction when you work with faculty partners and presents ideas for what could be done in each of the QCF course design phases.

| **As Instruction Librarians We Value:** | ***Faculty Partnerships and Collaboration*** | ***Effective Instructional Practices*** | ***Supportive and SharedLearning Environments*** | ***Professional Responsibility*** |
| --- | --- | --- | --- | --- |
| **Phase 1:**DESIGNInstruction**Librarian as Instructional Designer** | * Contact the professor before the scheduled class (in person, email or on the phone) to identify class needs, goals, and outcomes for the session(s)
* Plan the session length and content based on professor and student needs
 | * Design a coherent lesson plan that includes: outcomes, assessments, and teaching and learning activities
* Align lesson plan to the course syllabus. Ask for a syllabus in order to see what is included in the readings and what the projects will be. This will help shape and integrate your library instruction presentation.
* Align lesson plan to the ACRL framework and/or AACU LEAP outcomes (review the Framework for Information Literacy prior to developing an instructional plan)
* Align lesson plan outcomes to the library Information Literacy Outcomes
 | * Compile a variety resources (tutorials, handouts, examples) to incorporate into lesson planning to support student learning
* Use relevant or real-world examples if possible to help engage students in the session
 | * Use professional experience and teaching expertise to select appropriate content for library sessions
 |
| **Phase 2:** BUILDLearning Activities**Librarian as Instructional Technologist** | * Collaborate with faculty on the development of the session to include teaching and learning activities and assessments, as well as relevant materials, databases, handouts, and activities
 | * Develop strategies to integrate students’ prior experience/knowledge or questions into lesson
* Gather relevant library resources and examples needed for the lesson plan
* Create handouts or take-aways to help students navigate the lesson and use after the session
* Develop tutorials or other materials if needed for inclusion in the instruction or materials
* Design formative feedback opportunities to gather student feedback about the value of the library instruction session
 | * Create library guides or LMS pages to supplement lesson that are easily to navigate
* Build into the lesson opportunities for support into the LMS course, library guide, and session (like tutorials or step-by-steps) to encourage learning beyond the session
* Incorporate the best type of media for presenting materials related to the lesson plan
 | * Provide a plan for implementing the lesson
* Create professional looking materials
* Provide contact information for post-instruction follow-up and consultations
 |
| **Phase 3:** TEACH  F2F or Online**Librarian as Teacher and Content Expert** | * Engage the course instructor in the information literacy session(s) if possible by asking questions, etc.
* Request to be embedded into theLMS course to provide better connection and access to students
 | * Outline what the session will cover (on board or in the LMS)—learning targets/outcomes and content
* Prepare and show command of the material
* Use engaged teaching strategies to engage students in the session
* Use questioning and discussion techniques (one example is think/share/pair) to break up lecture components
* Use appropriate pacing (including waiting more than 3 seconds for students to respond to questions)
* Finish the session by reviewing what was covered
 | * Establish a rapport with students
* Check to see if students are lost or off task
* Is aware of student questions or raised hands
* Encourage student-student discussion and sharing
 | * Be on time for the instructional session to get set up and greet students
* Appear interested in and excited about the material
* Adhere to standards of ethical conduct in the classroom
* Grade the assessment if asked to do that by the instructor Create a safe and comfortable learning environment in each session that is respectful and inclusive for all students
 |
| **Phase 4: REVISE Instruction:**Close the Assessment and Evaluation Loop**Librarian as Researcher and Evaluator** | * After the session, share reflections, observations, and ideas about the session(s) with the instructor as well as your plans for improvement
 | * Reflect on how the teaching session went. What to improve? What to omit?
* Review formative feedback if collected from students for improving instruction
* Ask for feedback from the instructor once an assignment is completed by the students
 | * Gather data about the student research experience and attitudes about doing research
* Track follow-up incidences, subject guide stats or LMS analytics to measure how students utilize resources
 | * Plan for professional growth and development in the area of teaching
* Design and implement assessment strategies to monitor the teaching and learning experience
* Maintain accurate records of teaching, improvement strategies and assessment data
* Record instructional sessions in Desk Stats for ARL tabulation
* Request feedback from peers about teaching
 |