Integrating Library Instructional Support

Transcript

00:00:06:08 - 00:00:59:14
Speaker: Hi, I am Amy McLay Patterson and most of you probably know my face from union staff, but in my day job I am also a librarian at TRU Library. And I'm here to talk to you about integrating library instruction and support to increase sense of belonging and academic engagement. It's weird how much that LinkedIn profile that I wrote 13 years ago actually fits with what I'm going to talk to you about today. So, what we're going to talk about today, we'll start with a, sort of I had so many ideas and so many different things I could talk to you about.

00:00:59:35 - 00:01:29:38
Speaker: So I had to sort of figure out what to pick and how to frame it. So we're going to start with kind of reassessing what we know with the library, reframing it as an academic third place. And then from that foundation, we'll talk about what we're currently doing, what our current efforts are in these areas, and what we would like to get to. And then I'm hoping we can have a little bit of discussion about, you know, how we can work together.

00:01:29:67 - 00:01:46:85
Speaker: And what would be most helpful to you here in arts? Oh, do I have to which? Apple computer should work. I'm just going to.

00:01:46:85 - 00:01:50:65
Speaker: I'm just going to click here. Nope. Oh, it's not working anymore. Oh, there we go.

00:01:50:65 - 00:01:55:24
Speaker: Okay. Now the clicker should. There we go. It works now.

00:01:55:24 - 00:02:07:54
Speaker: Okay. Okay. So, just as a quick refresher, just as a poll, how many people have heard about third places? Okay, not a lot of people. Great.

00:02:07:54 - 00:02:26:06

Speaker: I'm glad I put this in. It is, it comes from sociology. It was coined by Ray Oldenburg in his 1989 book The Great Good Place. So basically, third places host the regular, voluntary, informal and happily happily is an important word there.

00:02:26:39 - 00:03:02:22
Speaker: Anticipated gatherings of individuals beyond the realms of home and work. So home is your first place work. Or in the case of students, school is your second place, and third places are other places in your life in your radius that build community, life without community. And this is another quote from Oldenburg, has produced a lifestyle consisting mainly of a home to work and back and shuttle social well-being and psychological health depend upon community.

00:03:02:47 - 00:03:17:53
Speaker: So you all. Have you all have thoughts about the library. You know, you're all faculty at a university, so I'm assuming you've all used libraries. You may have used our library in varying degrees, but take whatever you know about it.

00:03:17:53 - 00:04:27:60
Speaker: And I want you to reframe the library as that academic third place, because just going from your home to school to home to school, there's not a lot of community there because campus, academic life, it's not just about getting your grades, getting your degree. What we're building here is that TRU community where all of us, and especially students can, can build, can build their well-being, can build connections, can build themselves a life here at TRU so these are some characteristics of third places. Third places in an academic sense is itself a little bit different because academia does require a price of admission. It's it's not it's inherently not free the way a lot of, other third places, our public libraries, for example, are true third places and in some ways, some of the last third places, that we have out there.

00:04:27:85 - 00:04:40:02
Speaker: But we're talking within the academic community. So we all we have to have that removal kind of acknowledged in our brains. So first of all, third place is our neutral ground. People are free to come and go.

00:04:40:02 - 00:04:47:07
Speaker: They're not obligated to be there. They don't have to be there. They want to be there. It's a leveling place.

00:04:48:20 - 00:05:07:93
Speaker: Socio. So socioeconomic status doesn't matter. And again, that's where that academia sort of already exists, comes into play. But you might or might not be aware that the, unlike some academic libraries, actually, the true library is open to everybody.

00:05:08:18 - 00:05:24:82
Speaker: And most of our resources that we pay for are accessible to community members on site. There's no fee for community members to come. There's no fee to

borrow our things, and they can access our resources. Once we pay million millions of dollars for as long as they're actually there.

00:05:24:82 - 00:05:47:47
Speaker: So in a way, we do have characteristics of that leveling place, conversation as a primary activity. You may not associate that with a library, but it is a place for for work, for socialization. There is a lot of individual activity that happens, as with many other third places. But if there is an activity, it's conversation.

00:05:47:47 - 00:06:14:87
Speaker: It's it's work together. Third places need to be accessible and accommodating. And that's something that we certainly try and all of our goals with the library. We try to make sure that we have welcoming signage, in, actually, I don't know if our new building has Secwépemc signage, but our old building did, and we're trying to get that back, accessible, accessible resources, accessible spaces.

00:06:15:75 - 00:06:44:11
Speaker: You may not be aware of some of the new kinds of spaces we have in our building. For example, we have family rooms, for students with children to come and work in. We have group study rooms reserved for grad students and reserved for indigenous students. We have different types of spaces for different types of needs, and our goal is to make sure that that our community, it's accessible to our community, it's accommodating to our community, and that we're serving our community in that way.

00:06:45:36 - 00:07:06:75
Speaker: We do have regulars. Regulars set the tone in this case, the context sets the tone. It is an academic library, and probably people are doing some kind of school work, low profile. Depending on where you went to school, you might have a vision of those hallowed halls of academic libraries.

00:07:06:92 - 00:07:19:14
Speaker: We actually are trying to get away from that. We want to have, you know, someplace it's cozy. We don't want to scare students away from our building. We want them to know that this is a place for them.

00:07:19:35 - 00:07:41:50
Speaker: They can come here, they can hang out there, they can study there. Playful mood is also something that you may or may not associate with libraries, but I assure you that this exists. A great example of that is the new makerspace. I don't know if you've had a chance to check that out, but play in the library is something that I'm endlessly fascinated with.

00:07:41:66 - 00:08:17:37
Speaker: It's not just a place to, study, but I want to emphasize that this is where students are creating their academic output and creative output, too. When it comes to something like the makerspace, and this is a place that allows for that creation, because

they're not getting graded on being at the library, they're just able to be there and experiment. And I think that's the core of play experimentation and a home away from home. How many people had their study Carrel?

00:08:17:53 - 00:08:30:21
Speaker: Wherever they went to school. Did you have your study Carrel? Yeah, lots of people read it, but I assure you, some students, they will have, you know, that's their study Carrel. That's the one that they go to.

00:08:30:21 - 00:08:47:31
Speaker: That's where they live when they're not in their dorm room or at their home. And that sets a certain tone. So that's that's your basic, that's your basic third place. And this is an article that talks about specifically academic libraries as third places.

00:08:47:31 - 00:09:17:22
Speaker: So we can use a variety of programing methods to create bonds with students. But I'm also interested in. They had a point that librarians are also third people in academic spaces. Like we're not your instructors in your courses, we're someone else with academic credibility who can help you, where it's it's a little bit of a safer place because you're not going to be graded on your interaction with a librarian.

00:09:17:76 - 00:09:53:30
Speaker: So I thought that was an interesting kind of situation as well, being third people and bridging those kind of different bonds. And that's sort of where I want to set this up to how we can work with you guys, how we can work in this campus to build that community. So this is the kind of thing that we're currently doing when we talk about academic library, efforts, academic library, resources, we're talking about three things. Spaces and resources and services.

00:09:53:67 - 00:10:25:33
Speaker: You can see this in things like the library strategic plan, where we say we want inclusive spaces, trusted resources and something services. I forget, but it's good. What I most want to talk to you today are about the services, but I want to mention the spaces and resources as well, because as I've already mentioned, we have all these different kinds of spaces. Those are all efforts for doing to build community, to foster belonging within the library space.

00:10:25:49 - 00:10:49:10
Speaker: The resources, you know, I guess probably in terms of community building, that's a little kind of that's a little more, of a foregone conclusion because we have to have resources. That's ultimately why we're here. Or the library. We have your databases, we have your, we have your books, we have your journals, we have all the stuff you need.

00:10:49:10 - 00:11:15:75

Speaker: But we do, the subjects, librarians pick out those resources specifically for the programs at TRU And furthermore, we do want to provide resources that encourage all kinds of engagement with content. So not just, you know, top down research. We want to encourage that creation and community building as well. How many have heard of, TRUSpace?

00:11:16:88 - 00:11:35:27
Speaker: Okay, a couple people. TRUSpace is our institutional repository. So we keep things like faculty publications there. Students who write theses, who go through the honors program, publish those in TRUSpace, UREAP projects and other, other community building efforts.

00:11:35:27 - 00:11:58:38
Speaker: So they archive of the TRU calendars is there. We have a collection of photos from the Kamloops Peace Walk including, one where everybody is faced away from the camera and have their pants down and, that's in there. Go find it. So this is this is one of the this is ways that the resources can also, build community as well.

00:11:58:67 - 00:12:02:05
Speaker: Is it Electronic? Yes. Yeah. TRUSpace is all online.

00:12:02:05 - 00:12:23:03
Speaker: We don't have a physical archive, but we do have have a digital archive. We have a really nice collection of world war one photos there that we got from a veteran who took these from his plane in like, 19, I forget which one of the years, maybe 17. I'm going to say 19, 17. Maybe it was all four of the years.

00:12:23:03 - 00:12:26:95
Speaker: Who knows? go check them out. You'll find them. Yeah.

00:12:26:95 - 00:12:53:68
Speaker: And if you if you weren't familiar with TRUSpace, but you have published articles, please do send them along because we would like to have them in TRUSpace. And most journals nowadays will let you publish open access in a, institutional repository. Even if you did decide to go through a closed access journal. And it's another way to provide, you know, more access to your articles, chapter book chapters.

00:12:53:68 - 00:13:05:61
Speaker: Yeah. Book chapters, whole books. It's probably less common that they'll let you throw your book in the true space. But, if you if you're curious, you can contact us and we'll find out for you.

00:13:07:53 - 00:13:32:97
Speaker: But what I want to talk to you the most today is the academic services. Before I move on, I do have a quote from a makerspace user just to finish off about spaces. And this person says, I like the idea of this place, that it is a place where you can make

mistakes. And I think really getting the understanding of that creates so much comfort in coming here and trying things.

00:13:33:18 - 00:13:50:53
Speaker: So I would try and then when I get only so far, I know that there's someone who will help me to get a little bit further. And this is one of our makerspace users in a recent sort of, user experience study of that space. And I think it applies there. And it also applies to the whole library, at least what we're trying to go for.

00:13:50:78 - 00:14:16:31
Speaker: And this is what I mean when I want to position us as a third place, as a third people, as a place of experimentation, as a place of play within TRU Okay. So here are our services. And this I don't want to spend too much time on this. I just want to have a list of them there, just in case people were not familiar with what we we generally already provide.

00:14:16:31 - 00:14:31:78
Speaker: And this is things that most libraries provide. So the research help desk chat reference help. We have an ask the library email all ways that students can seek help. We host events sometimes like Long Night against procrastination.

00:14:32:07 - 00:15:04:19
Speaker: Planning and pizza is very popular in Williams Lake. We have topic based workshops, hopefully based on what students are seeking, a lot of those on academic integrity, for example, Data Liberation Initiative of where we help people access Stats Canada data, publication platforms, bookable research consultations. And in class instruction sessions. So just a few numbers for you.

00:15:04:48 - 00:15:20:33
Speaker: What I want to talk about most. And because that's where a lot of the partnerships are with the faculties are the consultations and the instruction sessions. So this year so far. And so by this year, I mean sort of this academic year.

00:15:20:50 - 00:15:36:64
Speaker: So this is up until February, we have had 823 booked library and research consultations. And about a third of those are from our students. So we get a lot of those from arts. And I have this graph here.

00:15:36:64 - 00:15:53:24
Speaker: So this one of the things we track when we track our research consultations is the referral method. So why did this student end up in my office right now. And it got cut off of it But I wanted to include it anyway. Because, I'm going to tell you about it.

00:15:53:24 - 00:16:20:77
Speaker: So the two big lines, the 271 and the 154, the top line is for had a previous research consultation with you. The second top line is attended an in-class instruction session. So that's a pretty clear picture of that. One point of contact with the library can

lead to other points of contact, and it can lead to that lasting relationship that we want to build.

00:16:22:60 - 00:16:43:96
Speaker: There are of course other ways too. But you can see that those are our big one. The third highest is actually other unknown, because we don't actually ask the students how they ended up in our office. This is just them telling us, so it's possible that, you know, you could have had a second research consultation with someone and forgot, or they could have had a research consultation with another librarian.

00:16:44:16 - 00:17:04:89
Speaker: And then that started off our relationship with the library, students who come to my class or, sorry, come to my office after they see me in class, usually say, hey, you were in my class. And that's why I'm here. But sometimes they don't. And because I'm only usually in there once, I don't always remember their faces, as you can imagine.

00:17:06:81 - 00:17:40:05
Speaker: In terms of instruction sessions this year so far, again, this academic year, we've had 199. And over half of those are in arts courses, primarily English 1100. But the bulk of our instruction happens in arts. However, what we refer to as in-class instruction sessions, in library terms, we call them one shots, as in we generally only get one shot.

00:17:40:72 - 00:17:57:03
Speaker: And sometimes it's at the beginning of the term. Sometimes. And actually arts here is is pretty good for making it connected to assignment, but sometimes it's not even connected with an assignment. So this is, this is a good quote about one shots in our profession.

00:17:57:36 - 00:18:20:09
Speaker: So the one shot even if there is more than one. So even if you do get two makes it difficult to reach deeper learning, critical thinking and inclusive pedagogy. The idea that we could expect to have an impact and demonstrate that it was a direct result of library instruction is incredibly difficult to prove. So we do one shot because, you know, that's that's basically what we can get.

00:18:20:26 - 00:18:49:25
Speaker: But we'd like to try to move away from that because we don't think that's getting that relationship building ideally that we want. We don't actually think, it's possible to teach, you know, library research skills in in an hour, assuming that's what we get. And what we're really seeking out of this is a deeper relationship with students, as well as that deeper skill building. And we're not able to to really get that.

00:18:49:83 - 00:19:14:65
Speaker: So there are other things that we are currently trying here. Embedded librarianship sometimes happens. I've had, certain faculty, include me in their Moodle

courses to jump in on, on forums and sort of help build that relationship term wide. Biology and geography as well.

00:19:14:65 - 00:19:31:83
Speaker: I didn't include geography as well. But they both have, we call it the salmon and the tree assignment for biology. It's still just a one shot, but it's very assignment linked. And it is a three hour intensive, which is more than what we what we normally get.

00:19:31:83 - 00:19:46:56
Speaker: And that's something that they've built into our curriculum every single year. And we've had very good feedback, from the instructors and students about that. Something that we're trying this year I don't see anyone from. Is anyone from English?

00:19:46:56 - 00:20:09:87
Speaker: Heather Oh, Heather. Yeah. I don't think Heather's well, I actually I know Heather is not involved in this project, but with some of the English, instructors, we're doing a library instruction pilot, in the 1100 classes where instead of doing a one shot, we've created a library tutorial as a series of three classes. They'll come to the library, for them.

00:20:09:87 - 00:20:36:27
Speaker: And so we've got many assignments. Each class we have integrated learning outcomes. And I'll tell you more about that in a minute. But the common thread in all of these efforts is that there's greater collaboration with and buy in from the course instructors in those programs, and that's what's led to really our best outcome is when we can collaborate and when we can work together.

00:20:38:11 - 00:20:55:62
Speaker: So this is more about the ELIP program. It is currently running in select English 1100 courses in 23, 24. We deliver we developed it in collaboration with the course instructors. So it's meant to achieve.

00:20:56:29 - 00:21:23:40
Speaker: It's meant to help students achieve their English 1100 course outcomes with feedback and engagement with the librarians as they go. Our goals are to cover more ground. So to get more students, the instruction they need, to build relationships with these students and to integrate library and English department learning outcomes in a way that we can't do. In a one shot.

00:21:23:40 - 00:21:44:55
Speaker: We're doing a huge evaluation project. I'm actually on sabbatical in July to do a big evaluation of how this all went. We've got student and faculty feedback. We've got analysis of all the student, many assignments of the things that they they wrote, the quizzes that they did, and the librarians are all reflective journaling throughout the program.

00:21:44:80 - 00:22:06:86
Speaker: With our thoughts on on how it's going. So this is all to get to what we would like to achieve. So again, I want to bring it back to the community building. And I always take note when I, you know, encounter library content in my regular reading.

00:22:07:03 - 00:22:23:17
Speaker: So this is a quote from a Rebecca Solnit book about climate change, actually. And it's talking about how we engage with information. So with the information we take in whom we read and we listen to, we build a kind of virtual community. This is where society becomes story.

00:22:23:17 - 00:22:48:28
Speaker: And choosing your sources and stories is crucial to your well-being and participation. And that's what we as librarian educators think that we can add. We want to talk about how the sources that you read, how the sources that you choose and how you engage with them is helping to build our research and teaching community here at Hear You. I do want to have a bit of conversation, so I'm going to mostly skip this slide.

00:22:48:32 - 00:23:19:31
Speaker: I wasn't sure if most. Well, I know that most of you were probably not aware of our program learning outcomes, so I just wanted to provide those to you and it's it's a lot of different ways of how we engage with information citation. Using sources, being part of sources, finding those strategies to, to find information that they need. And you'll have access to this video on this slide.

00:23:19:31 - 00:24:01:02
Speaker: So you'll be able to look at those later. These are some of the success metrics, potential success metrics that we can look at for library integrated programing. So some of the things we might like to see would be fewer academic integrity cases. So one of our goals is a positive relationship to both academic integrity and citation and taking citation out of that, or removing it from that academic integrity conversation to make it more about including needed voices and demonstrating learning, success and assignments based on library, integration work.

00:24:01:27 - 00:24:47:98
Speaker: So we would hope that that would lead to more sophisticated output, output and assignments that, these students were part of. And again, this would have to be based on reports from from the instructors, an increase in help seeking behavior. So, as shown earlier, we've seen before that one, one, hook up with the library often leads to more. So when we, we connect with these students early, we hope that that builds a relationship that will last them through their academic lives, that they understand that this help seek, these help supports are here for them, that this is something that they can partner with, and then they'll go through their academic life and have that additional layer of support.

00:24:49:02 - 00:25:20:35

Speaker: And we'd also like to see more academic engagement and encourage of creativity and authorship. So for example, participation in the undergraduate research conference, involvement or submission to student journals and conferences, the library has been the driving force on the undergraduate research conference for many years now. The makerspace is another example of this. Universities aren't just about top down learning.

00:25:20:35 - 00:25:41:79
Speaker: The community is is a networked style of learning. Our vision, as listed in our strategic plan, the libraries is inspiring knowledge creation, not knowledge, you know, transmission, but creation. Students learn so they can then put their knowledge out into the world. And that's what we're hoping to facilitate.

00:25:44:33 - 00:26:18:15
Speaker: And then I just wanted to use this quote because, this is an example of some of the feedback that I got, from a student in the ELIP program. So on the first day when I asked if they had any questions, one of them was brilliant enough to put this down, and I unironically love this quote because it is true. Google wants you to feel like an expert when you're using it, and students do feel like experts. But what we really want in our learning community is not experts.

00:26:18:57 - 00:26:49:39
Speaker: We want people who are curious learners and who feel okay to be curious learners, and who can experiment, and who can play and who can fail. And that's that's kind of our goal here. And that's what we'd like to, you know, sort of bring to this collaboration. I actually didn't expect to stand up here and be like, I'd like to help you guys fail, but that's that's what I'd like to break down here.

00:26:49:39 - 00:27:17:13
Speaker: I'd like to bring, you know, failure to the table. Let's call it play play experimentation. And just that extra bit of space and time where you don't have that same pressure of of getting things right. So with whatever time I have left, questions, discussion, I, I don't like to just say questions.

00:27:17:13 - 00:27:28:27
Speaker: So I have some tops here. So, what information literacy issues are more most prominent for your students? What library supports would you like to see? What have you used before?

00:27:28:27 - 00:27:50:58
Speaker: And the most important question to me is how can we collaborate to improve information literacy outcomes? We know that students. And if you want to talk to me about any of that, that's my email address. Well, I guess I can start off, for a number of years now, I think 7 or 8 years now.

00:27:50:58 - 00:28:09:27

Speaker: I, I've worked with, for. Yes. And staff philosophy, history and politics librarian and she is embedded in all of my courses. And I have just started having her come in in person to give, in face to face, sessions for students.

00:28:09:52 - 00:28:17:11
Speaker: Since then, I've gone away from it. And maybe that was because of Covid. I don't know, but now we have tutorials a number of. Yeah.

00:28:17:11 - 00:28:25:32
Speaker: And she's there. We got to ask Brenda research questions. In there. We've got to ask Brenda, citation questions in there.

00:28:25:49 - 00:29:07:07
Speaker: And it's something that I recommend to almost all of my students this, she shows a student of mine, in the fall semester, is, at the early stages, when they're doing that proposal, almost every single student has the recommendation of booking a one on one to go over their research plan. And it's the research planning. I think that's really valuable to some students. Rather than thinking of research as this, like accidental process where they maybe are going to bump good sources to actually develop a plan for that research is something that I have learned, and hopefully my students have benefited from that interpretation. Yeah, yeah.

00:29:07:12 - 00:29:24:84
Speaker: Yeah, Covid can actually take for a lot of these like creative ways. I think it was Covid when we really started, we kicked off doing the tutorials. We kicked off, doing the embedded stuff. I think there were some sporadic ones before, but we got a lot more of that.

00:29:25:18 - 00:29:54:45
Speaker: And, you know, it doesn't have to be one thing. It can be, you know, both. And, yeah, we really want to we really want to like, break what we have done in the past and find out what's what's going to work to, to help build our community. And, and assuming we have these shared goals and in creating this, you know, learning community, find out what's going to work for that.

00:29:59:08 - 00:30:17:10
Speaker: Thank you so much for giving us a really big overview of all of the services. And also so thank you. And thank you very for, sharing. I think that really helped me and I also got some support from Brenda she's always like, that's what really excellent.

00:30:17:10 - 00:30:50:05
Speaker: And but as you mentioned that it's one thing I think my first year, I would say that the hardest days of the year, so the first year that she she came to 2 of know my classes. It was really great. But in the next semester, because my students are open that and then realize that and some students have already met several times in different courses. So I think I that's why I start actually having more tutorial individual based,

which are more tailored to each course was really great, but at the same time I was like all.

00:30:50:05 - 00:31:06:94
Speaker: I'm also kind of worried about the capacity issue. Like if almost every course has those tailored programs with the library, I. But I'm wondering how this actually was like the capacity issues from the library. Do you think it's like it's it's.

00:31:06:94 - 00:31:26:67
Speaker: Certainly an. Issue and it's it's one of the. Things that we're evaluating when we when we talk about the ELIP program, because, you know, in order to get that coverage that we want, we, you know, if every English 1100 class decided to institute it, we wouldn't be able to do it. And that's sad.

00:31:26:67 - 00:31:48:69
Speaker: But currently we don't we don't have a lot of metrics to show this is absolutely needed because they're all sort of buried in other classes. We can show our numbers, of course. But we don't. We're missing that connection, that direct connection with the educational outcomes.

00:31:48:69 - 00:32:08:13
Speaker: And, you know, the times when instructors have written to me and been like, oh, man, that makes such a difference. I'm like, oh, that warms my heart because you don't get to see that a lot. An embarrassment of riches is not my top most worry, though, because it's a nice worry. To. Have.

00:32:08:13 - 00:32:37:83
Speaker: But I do, you know, I have encountered that situation where it's like there are some students that have had this before, and there are some students that haven't got it. So you can't really teach a more advanced or more focused thing, because then you leave the other students behind. But there is a really uneven amount of coverage that we get. We go to a lot of English 1100 classes, but not all of them.

00:32:38:28 - 00:33:03:60
Speaker: And then, you know, when we when we want to go to, to other classes, it's like, well, half of you got this in English 1100 and half of you just didn't. So we're not getting an even amount of coverage currently and without without some very coordinated efforts of collaboration. I don't I don't see that happening. But it would be interesting to have like tutorial one.

00:33:03:64 - 00:33:10:23
Speaker: Tutorial two. Yeah, yeah. That way students have already taken tutorial one could take tutorial two. Have the tutorials.

00:33:10:23 - 00:33:44:18
Speaker: I mean, I did a lot of them at the beginning of Covid. I do find that even incorporating the interactive elements, it does miss on that relationship building the

same way that actually meeting people does. We found in the ELIP program so far, just we've noticed that having them come into the library building and with their instructor not there has increased the relationship building. It's yeah.

00:33:44:18 - 00:34:00:07
Speaker: Oh, I'm going to use library to break a lot. Yeah. But again, the issue of, you know, of seems like this is my fourth, you know, iteration of this and others who have never heard of it. So yeah, I just think it's such a cool opportunity.

00:34:00:07 - 00:34:37:86
Speaker: And as part of our project where we are embedding these kind of, services scaffolded where you don't here's your first experience as a librarian, the kind of like interactions, resources. And then in this class it's you're accessing this information or like this tutorial or asking this research question. I love that idea of having it embedded I also see something library just like you do, like for this third space, which is very similar to the writing centre where it's, you know, it's a space where students, you know, there's formative assessment or there's an opportunity to, to make mistakes and to fail and to feel okay about that. And we need more of that in academia.

00:34:37:86 - 00:34:57:09
Speaker: So I'm going to start with you thinking about how we can create an assignment that is structured to fail? Because I feel like if we're going to address like retention, attrition issues, we need to normalize it and talk about it and show up like the resiliency and I'll do back afterwards. Yeah. So I mean, I.

00:34:57:09 - 00:35:14:73
Speaker: Think like I think the problem with that is like the assignment structure because assignments are graded and grading means you have to succeed. And you know, we're all university faculty. So we all know this, right? None of us were like, it's okay if we failed the assignment.

00:35:15:73 - 00:35:29:71
Speaker: That's yeah. Not the oh no, I was just gonna say but this isn't necessarily have to be the case though because what I have is, sometimes I have students peer evaluate, right. And what their grade on or evaluation. Yeah.

00:35:29:71 - 00:35:40:55
Speaker: What their peer said about that. So it's, it's more about being able to provide that feedback. So in that case of let's say you give them you ask them to read each paper one piece and grab a pencil. Good luck.

00:35:40:55 - 00:35:56:77
Speaker: Right, right. It's what seems like a Herculean task. But then they get through it and realize, oh, okay, I have to have, as you said, a research plan in place or that this is how I get scaffolded and they see themselves through that first. Right? That leads because a lot of times I think you're right.

00:35:56:77 - 00:36:24:89
Speaker: We have moments, right. Think go through this course, where I'm even asking them to write nonacademic pieces like and that's something I was wondering, maybe if I had students write something like, hey, this is not an academic, could you not write for general? This is something that might be a little bit more about getting your toes in the water since, yeah, it's hard to support the library for something like that so they can work through because there's a lot of misinformation out there. When you're working with.

00:36:24:89 - 00:36:38:23
Speaker: all this. We get like, all kinds of different sides. Like, I think the Communications Authority has certain assignments like that. But yeah, it's not always I'm writing this academic paper that people come in for.

00:36:38:52 - 00:36:49:12
Speaker: Honestly, when I do an English 1100 class, the people come and see me afterwards. They're not like, how do I search for scholarly sources? Some of them are. But the other half are, what should my topic be?

00:36:50:08 - 00:37:14:60
Speaker: And it's at that level. If you're interested in hearing more about the ELIP program, we do have a session at the TPC next week that's talking about that. But I can tell you what we did there is, in order to make the students come, we had to have it built in as part of the grade. So I think, everybody's offering 5 to 10% for showing up, but they are passing in many assignments during the class.

00:37:14:60 - 00:37:39:75
Speaker: So one of the things that they're passing in is we're having them do a search strategy worksheet, and they're getting feedback from the librarians on their search strategy, and then they're working that into a citation. So it's it's building up to the course outcomes that they've worked for anyway. And the instruct the course instructors, they're not going to see the search strategy worksheet. We're just going to send them.

00:37:39:75 - 00:38:05:40
Speaker: This is the attendance list of who showed up and which weeks they showed up. But we've got quizzes and many assignments built in there that we can give feedback on working up to their topic. And just again, anecdotally, the students who did this, they worked really hard on those on those, those search strategy sheets. And they, they wanted that feedback even though it wasn't for grades.

00:38:06:57 - 00:38:33:18
Speaker: They, they wanted to know, you know, is this right? One of the things that we did for this term, as opposed to last term, is we simplified it because, you know, we talked about using Ands and ORS and synonyms, and we had boxes for synonyms, and the students wanted to fill in all the boxes, even when it's like, well, there's not really a synonym for this specific term. You don't actually need that. But yeah, I guess that's the way we've approached at this time.

00:38:33:18 - 00:38:46:28
Speaker: And there's probably other ways too. And that would be I would be really interested in, you know, getting together and trying to figure some of that out. What are the things that we can do. And that's that's perfect.

00:38:46:28 - 00:39:06:13
Speaker: Is that one of the reasons we invited you here as one for Collaboration Center as well? And on that note, I do think that we're out of official time. So let's papers does it present here, but then you can have any time afterwards, make sure for questions and people who wanted to put them around. I'll take the microphone off.

00:39:06:13 - 00:39:12:22
Speaker: But I'm afraid for the next half hour. If anyone wants to say it. That's all right. Well, thank you so.

00:39:12:22 - 00:39:17:31
Speaker: And thank you so much for having me here. I look happy for you guys. Thank you. Okay. So.