Communicating and Collaborating on Teaching Guidelines

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ABSTRACT

The purpose of our poster is to document collaborative work done to create Teaching Guidelines for Marriott Library.

**Phase 1: DESIGN**
- **Instruction**
- **Faculty Partnerships and Collaboration**
- **Effective Instructional Practices**
- **Supportive and Shared Learning Environments**
- **Professional Responsibility**

**Phase 2: BUILD**
- **Learning Activities**
- **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**
- **Create handouts or take-always 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**

**Phase 3: TEACH**
- **F2F or Online**
- **Engage the course instructor in the information literacy session(s) if possible by asking questions, etc.**
- **Request to be embedded into the Canvas course to provide better connection and access to students**
- **Outline what the session will cover (on board or in canvas) – 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**
- **Create a respectful, supportive, inclusive and shared learning environment**
- **Check to see if students are lost or off task**
- **Is aware of student questions or raised hands**
- **Encourage student-student discussion and sharing**

**Phase 4: REVISE**
- **Instruction**
- **Faculty Partnerships and Collaboration**
- **Effective Instructional Practices**
- **Supportive and Shared Learning Environments**
- **Professional Responsibility**

**Process for the Teaching Guidelines Design**
- Built upon existing campus-wide framework for designing online and F2F instruction
- Incorporates librarian values gathered during working meetings and aligned to the Quality Course Framework (QCF)
- Grounded in good teaching best practices

**Challenges & Opportunities for Implementation**
- Tool for new teaching librarians
- Leading conversations about teaching
- Alignment difficult with a variety of librarian teaching styles and priorities
- Not a centralized library teaching unit
- Hard to get implementation buy in

**The Teaching Guidelines Moving Forward**
- Work with all librarians teaching any information literacy classes to adopt the teaching guidelines
- Develop a checklist for the instructional planning process
- Establish collaboration between teaching librarians
- Pilot implementation with LEAP faculty cohort for Fall 2017