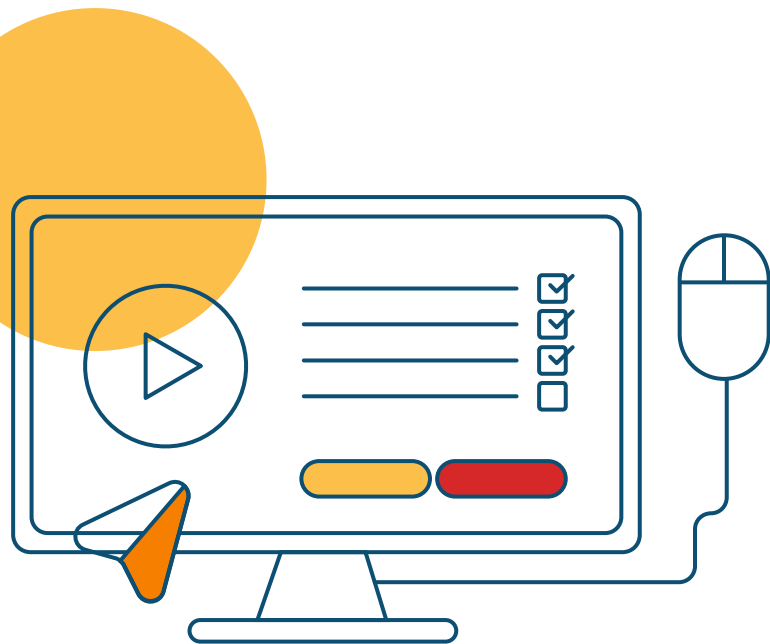




Instruction● Expectations and the Pandemic



A snapshot from the University of Maryland
Libraries



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Question narrative


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- 1) **(pre-pandemic)** In the time before the pandemic, how would you describe your teaching or instruction philosophy? What are some characteristics of your teaching style? What are some of the things that you value the most in instruction?
 - 2) **(beginnings)** What were your observations in the early phase of the pandemic when the shut downs began. Were classes transitioning well to the online environment?
 - 3) **(mid/height)** During the height of the pandemic what were your instruction priorities? Did they change? What did you focus on during the sessions? Was this different or the same as before?
 - 4) **(on-going)** As online courses became normalized and routine, did you start to notice any changes in the requests from instructors? From the students? What would you say about the ways you adapted to change? Did you transfer your instructional values to the online environment, or adapt in other ways by incorporating other skills such as skills in video production, or did you find it best to be as simple as possible and focus on core essentials?
 - 5) **(current/future)** As we have been slowly heading back into the classroom and operating in a hybrid environment, have you observed a return to a pre-pandemic style of instruction and content, or has there been a shift in your courses since the time of the initial shut down?
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Question 1



In the time before the pandemic, how would you describe your teaching or instruction philosophy? What are some characteristics of your teaching style? What are some of the things that you value the most in instruction?



- 1) In the time before the pandemic, how would you describe your teaching or instruction philosophy? What are some characteristics of your teaching style? What are some of the things that you value the most in instruction?

a) Notes:

b) [redacted]: try and keep them interested – active learning activities – teach from guide geared to assignment

c) [redacted]: similar – specific and tailored – asks them for search suggestions – tries to demonstrate success and failure as a teaching opportunity

d) [redacted]: brave!

e) [redacted]: ins phil very interactive – guiding students to demonstrate – physically having them do the work

f) [redacted]: taking my idea a step further

g) [redacted]: helps with them being quiet – engaging – helps from talking AT them – How to put together a search – universal skills!! – how to think and search properly – focus on the big skills

h) [redacted]: usually sees them first – soft roll out – comfort – knowledge about the library – breaking down layers and making us seem approachable – taught mostly from the website – activities – having students help “drive” or write on the white board – usually topics come from the class itself – rabbit holes and helping with the cycle of research

i) [redacted]: getting the students comfortable getting the students comp with the arch lib specifically – teaching from the website – not really from a guide – will go through the assignment – really focused on the specific branch and the idiosyncrasies of that system

j) [redacted]: branch specific as well – library website, then directly to the specific guide for the topic – tries to contextualize as he goes – making sure that they know the various formats and specific things for perf arts – making sure they understand the people and service – that there is a lot – fishing in the ocean, lots of stuff and lots of junk too vs pvt harbour – why you use the library – values

k) [redacted]: want to +1 so much of this – really import to focus on the values and the value – looking at the free – teaching the skills

[redacted]: Before the pandemic, it took me a long time to prepare for each class – prepare the learning objectives, and handouts, arrange for technology to be available in the classroom, exchange numerous emails with the professors to discuss logistics, etc. Usually, the professors asked to present the entire class time which ranged from 50 minutes to 75 minutes. Thinking of ways to engage students in the classroom took a considerable amount of time to test and fine-tune different technologies, tools, and approaches. I used laser pointers, crosswords on paper, Polleverywhere, Mentimeter, Kahoot! and other tools. At some point, I used flipped classroom but it didn't work well for the majority of my classes – time-consuming for me to prepare, the same for students to complete the readings and assignments.

Characteristics of my teaching style - What worked well was dividing the class time between passive and active sessions:

1. Passive - short 10-15 lecture outlining the basics of the research process and showing the various steps using the Public Health Research LibGuide (https://lib_guides.umd.edu/PublicHealth/). Provided handouts with resources linking to every step of the research process, so students can take additional notes if they wish so.
2. Semi-passive, semi-active – I did a demonstration on a search of a topic of my own and transitioned from Google to Google Scholar to Databases, asking students questions as I go through the demonstration.
3. Active – asking students to do a search on their own in groups, then call for a volunteer to demonstrate their search. I concluded the sessions with Kahoot! questions reinforcing the concepts taught in the class. Winners received promotional materials I obtained from vendors at conferences.

Things that I valued – Informal conversations with students and faculty before the class started. Learned about students' campus life, struggles, and successes. There was a friendly atmosphere where everyone felt at ease. During class time, students were engaged, showing respect for my teaching during my mini-lectures. They had fun working together on their searches. Finally, they were enthusiastic when competing for the first place during Kahoot activities. Having this

[redacted]: As with any subject liaison librarian, and in my case as a business/economics librarian, an effective integration of information literacy skills into the business curriculum requires the development of collaborative partnership with my faculty, understanding their teaching perspectives, based on the topics being presented. Among the things that I value the most in instruction, which is also part of my teaching style, is making myself accessible to students and faculty within my subject areas, it forces me to maintain my subject expertise current and relevant, allowing me to provide high quality information services.

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Question 2



What were your observations in the early phase of the pandemic when the shut downs began. Were classes transitioning well to the online environment?



- 2) What were your observations in the early phase of the pandemic when the shut downs began. Were classes transitioning well to the online environment?
 - a) Notes:
 - b) [redacted] thanks to TLS who helped us so much with the Zoom transition – without this help, would have floundered for sure – professors didn't know how to do this
 - c) [redacted] Gave a whole session just describing the website verbally! Because the prof didn't know what to do – mass confusion – can't deal with the library at the moment – just trying to get students set – can i access materials – confusion over the services
 - d) [redacted] rough at the beginning – doing a lot of things that had never been issues before – interpreting new rules and finding ways to access – remote access issues and new services – actually amazing that it worked as well as it did – especially in the really short timeline and the absolute chaos we had to endure – testament to our abilities and the teams
 - e) [redacted] GOVDOCs made things different – more used to digital communications and online meetings – easier transition and standing relationships overall – how to handle the group – unable to get audience participation in the classes – fairly painless – some of the faculty didn't know what they wanted from me – didn't know how to handle the situation or how to use the librarian – had to do an interview with the fac on the call – became strange and less of a chance to teach and engage
 - f) [redacted] Eng 101 had mostly wrapped up – not too many classes to fill – went pretty well overall – no huge hiccups – over the summer some training and steering for online education – TLTC and campus group worked to help with online instruction – help with the actual teaching – in house issues with fellow training – teaching online to help the fellows understand how to teach – both ends of the in person and online spectrum
 - g) [redacted] were some classes that were scheduled that didn't happen because the prof was too overwhelmed – that particular prof was far too overwhelmed and didn't return
 - h) [redacted] this happened to me too – likely this was the interview issue
 - i) [redacted] dropped off to almost nothing in the sp – fall also down – multiple comms, yet still down – helped a little bit – fall 2021 back to normal in terms of numbers, all in person – didn't end up doing too much – uptick in individual requests for access – more direct and based on specific resources – access was key!
 - j) [redacted] lots of individual emails along this line
 - k) [redacted] numbers went down and these sorts of emails really ticked up – immediate asked many access questions
 - l) [redacted] and many chat and libanswers came in along these lines
 - m) [redacted] finding replacements and finding ways to access digital version of physical material that was relied on – course reserves being slammed pushed this – workarounds and finding personal solutions (I did this too)
 - n) [redacted] either way easier or way more complicated – needed access to FCC records that were very difficult to find online – est relationship – internet searching skills were key, more so than in the past (!) – really had to rethink and find many workarounds
 - o) [redacted] couldn't get what I know we have

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Question 3



During the height of the pandemic what were your instruction priorities? Did they change? What did you focus on during the sessions? Was this different or the same as before?



- 3) During the height of the pandemic what were your instruction priorities? Did they change? What did you focus on during the sessions? Was this different or the same as before?
- Notes:
 - expanding on what celina said, but a real heavy focus on personal help – making sure the students knew that students could meet with libs in person – having to adjust and learn new software, i.e. recording and sharing that way – real emphasis on being nimble and adjusting to what ever the fac needs
 - far more 1:1 with fac and students – had to meet with fac to help them with the resources — worked with students along these lines as well
 - had to add a section about C19 policies and changes and services – didn't teach from slides before, during the pandemic, had to in order to better share and teach
 - used as a chance to meet and talk with the profs before, trying to dig into the "problem they are trying to solve" in order to FOCUS – profs really want to focus on specific skills – revamped lib guides to better work with the needs of the profs – still emp the searching skills, but focusing more on context (!) – led to better and deeper questions
 - once students got used to Zoom they were all over the place – going to the beach on Zoom!
 - students in S. Korea
 - Panda crashed a session with a Chinese students – pets crashes the party
 - got to open up your personality a bit – window into your home and a little bit of an icebreaker (!)
 - names! Being able to see names made things much easier – cameras off, proponent but the names help to close the gap – in person, felt like a movie actor, natural on zoom over the top with expressions
 - love it
 - sweatpants and theatre – acting both in person and online –
 - performance of self – always turn it on to get them to remember you
 - found that the professors who are normally engaged in the in person classes were the same supportive people in zoom – engaged on camera and encouraging students to be engaged as well
 - focused on things that were accessible online – UMD databases – reload button – starting at the library website to access things easier – libs will always be happy to help and that there is a whole team to help and that libs love to help – showed liaison list – wanted that to be the take away – able to access resources
 - that we are still here and doing what we can to help!
 - Zoom created a certain amount of intimacy with the students but distance with colleagues – the real life aspect of it and watching people's actual lives happening in the background – really import to share the sub liaison list – easier to say things and easier to focus

3) : My instruction priorities focused more on how to deliver the library content in a way that students won't get exhausted in a Zoom environment. I shortened drastically the amount of time spent in the virtual classroom to 30 min the most as I have already provided the content via Canvas modules in addition to Libguides to explore on their own. My focus was on making sure the content is provided in an accessible format for any learning style. I applied the Universal Design for Learning Principles to make sure the content is accessible. During class, I made sure the closed captions are turned on and/or reminded faculty to do so (at first, the majority of them didn't even know this feature existed).

: My instruction priorities at the onset of the pandemic were to quickly learn or get familiarized as much as possible the variety of online teaching tools. Given the 100% virtual environment I tried to simplify the teaching goals. For example, rather than showing students 6 resources, I limited to the top 3 or 4 resources ...

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Question 4



As online courses became normalized and routine, did you start to notice any changes in the requests from instructors? From the students? What would you say about the ways you adapted to change? Did you transfer your instructional values to the online environment, or adapt in other ways by incorporating other skills such as skills in video production, or did you find it best to be as simple as possible and focus on core essentials?



4) As online courses became normalized and routine, did you start to notice any changes in the requests from instructors? From the students? What would you say about the ways you adapted to change? Did you transfer your instructional values to the online environment, or adapt in other ways by incorporating other skills such as skills in video production, or did you find it best to be as simple as possible and focus on core essentials?

- a) Notes:
- b) [redacted]: bringing the technologies of the pandemic in to the real world using padlet and things like that in person – teach from the website again and no more slides, so a real shift there
- c) [redacted]: create some materials for free online resources – updated guides to reflect the new reality – resources that weren't as impot before that are now more important – recordings, but not full videos as in production
- d) [redacted]: no real change in instructor requests – maybe not as many
- e) [redacted]: no real change in the nature of request
- f) [redacted]: no real change, only slightly and assignment based
- g) [redacted]: they tended to align even more with our goals – finding ways to incorporate popular – they embraced this
- h) [redacted]: influenced by [redacted] critical citation work – some of the facul bothered by students not able to do citations – tried to teach it differently, making it more current – more relevant – the why behind the practice – elevating voices and as method of citation and research – looking at who is writing the books as a critical exercise – an opportunity to elevate others and to find ways
- i) [redacted]: are you saying that students aren't engaged and the same ol same ol? It's not the style but the content?
- j) [redacted]: no, that they aren't looking for and finding enough sources – only citing the textbook, etc. – Trying to teach that the students are entering the conversation, etc.
- k) [redacted]: is there is an issue with the actual source
- l) [redacted]: Yes

- m) [redacted]: number of people needing help with citation went way up! jarring , actually – one of the hardest parts of the pande –
- n) [redacted]: citations by far the most common question from UGs – wants them to focus on the content, nit the nit picky – we could prob do a much better job overall
- o) [redacted]: elaborate
- p) [redacted]: students think the citation styles are gotcha moments and they don't understand the rules – they are afraid of getting in trouble as opposed to figuring out the reason for citing – profs don't help with that at all
- q) [redacted]: prfs are usually scholars who have done this so much and they can't really explain – they assume too much about the students understanding
- r) [redacted]: often sources are confusing to fit into the format
- s) [redacted]: Purdue OWI – Chuck had to do a lot of hands on help for things like electronic media, podcasts, foreign sources
- t) [redacted]: too many adds now
- u) [redacted]: I always try to steer students away from the auto generators – always double check
- v) [redacted]: same with Ebsco
- w) [redacted]: always proofread – helps student understand what profs want from a citation

4) [redacted]: The number of requests for library instruction remained the same during and after the pandemic. However, the research consultations have decreased by half but the depth of resources/knowledge has increased. Students contacted me with more specific questions regarding their research projects, and sometimes these questions were beyond a simple reference question. I also spent a lot of time producing a video per faculty request and posted it on the Libguide, so I refrained from doing so with subsequent requests. However, I allowed faculty to record my mini lectures and to share them with their students. I focused on the core content and where students can get help.

[redacted]: Definitely the latter. I have found that that is best to simply and focused my instruction on the core essentials.

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Question 5



As we have been slowly heading back into the classroom and operating in a hybrid environment, have you observed a return to a pre-pandemic style of instruction and content, or has there been a shift in your courses since the time of the initial shut down?



5) As we have been slowly heading back into the classroom and operating in a hybrid environment, have you observed a return to a pre-pandemic style of instruction and content, or has there been a shift in your courses since the time of the initial shut down?

a) Notes:

b) [redacted]: still emp the reload button as a carry forward

c) [redacted]: prof on camp want in person instruction

d) [redacted]: almost 100% back in person – stresses IL more now than in the pre-pandemic – gives examples about misinformation as the main reason for this

e) [redacted]: for selfish reasons, ask if Zoom is available – real difficulty speaking in a mask – starting to do less of that now, but was a thing at the beginning

f) [redacted]: about 50/50 in per and zoom – new profs have come along – 1:1 more IL than in the class – stem students, look at Retraction Watch – focusing more on the IL component with individual students – pushed MORE into IL skills –

somewhat focused on the nature of information – insight into the apparatus of the scholarly publishing – data security — questioning information as a facet of the instruction

g) [redacted]: from a programmatic perspective, ENG'101 is a hybrid program – 20 sec of blended classes – now there are in person, online, and blended – very accommodating – allows more flexibility from instructors

5) [redacted]: My teaching remained the same as during the pandemic. I continued teaching online to students being in the physical classroom, or students being in their own places depending on how the instructional faculty coordinated the teaching environment.

[redacted]: One of the main changes brought by the pandemic that I've noticed is that faculty are more focused in the things that they want their students to learn, thus making my instruction more targeted on the areas and resources needed.

[redacted]: The pandemic allowed the creation of more flexible means for providing instruction. The positive lasting change will be the ease of meeting students via Zoom. It saves valuable time for students who often get lost in finding the STEM library and my office in the pre-pandemic era. It saves me time to walk to the classrooms that were spread out across the entire campus. Also, it offered more flexibility for me to teach classes outside of my usual office hours and teach more students in a class or in individual research consultations. I find the research consultations as follow-ups more productive and impactful in teaching long-term skills. Instruction, consultation, and collaboration in an online environment remove the physical barriers and we all keep connections live no matter where we are physically located. Once the relationship is established, students and faculty still get in touch with me when they graduate or resign from the university. I help them settle in their new work environment, connecting them with the librarians at their institutions and providing advice on how to access the resources at their libraries. This builds trust which transforms this working relationship into a friendship, and we continue working together as collaborators and co-authors.

[redacted]: Yes, I think that with the challenges came many more positive opportunities. I think that it's now easier to do an instructional session, while reaching out students whenever and wherever they need to learn something quickly. This recent article in Forbes summarizes some of the changing trends in higher education:

<https://www.forbes.com/sites/brandanbusteed/2021/05/02/pandemic-to-permanent-11-lasting-changes-to-higher-education/?sh=53a8c58a452f>

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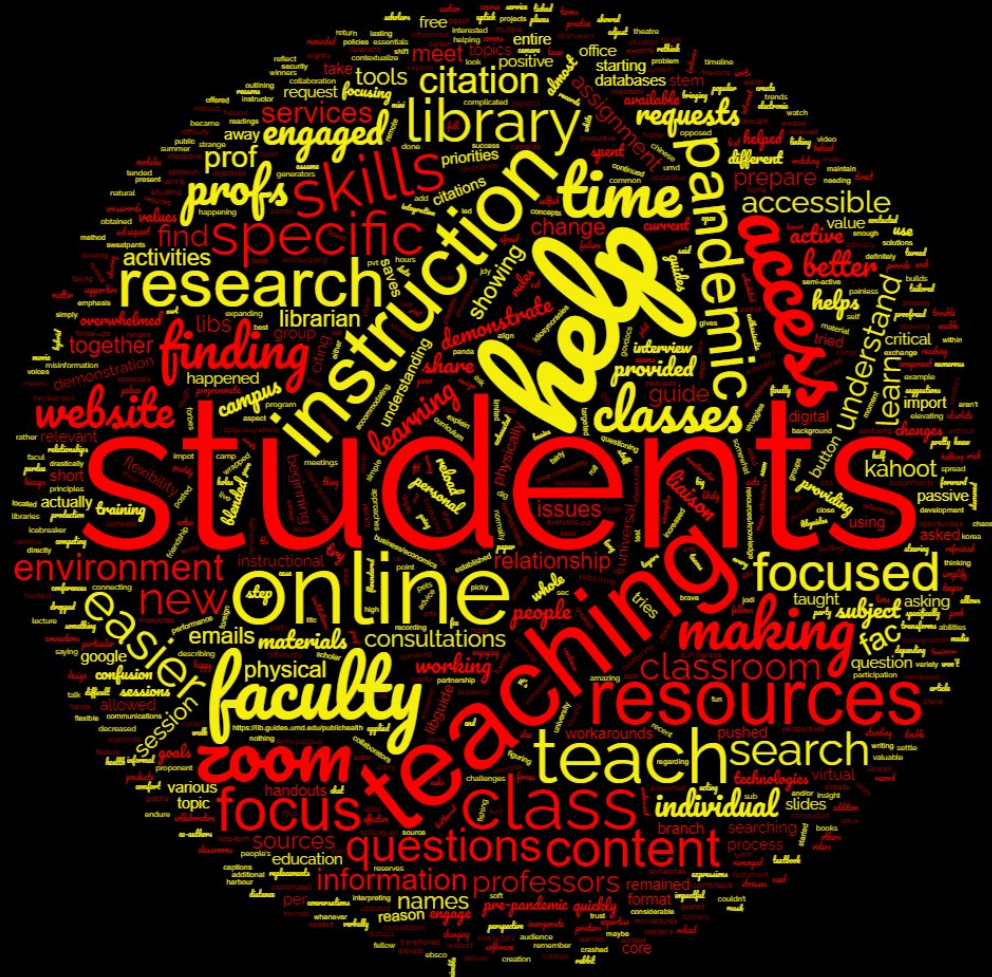
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Thank you!

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