

Creating a Toolkit to Empower Library and Archives Instructors



Jacob Hopkins, University of the District of Columbia

Veronica McGurrin, University of Virginia

M. Grace Hale, University of Virginia



Instruction Toolkit

Background, Purpose, and Audience



Small Special Collections Library, UVA Library Instruction Program

- Around 70 instruction sessions per academic semester
- Instruction for undergraduate and graduate courses, local K-12 classes, and community groups
- Sessions taught by 3 instruction librarians/archivists, plus other library staff, including curators, reference librarians, and others



Instruction Toolkit

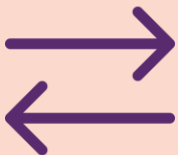
- Centralized internal repository of teaching resources and best practices
- Designed to help orient staff (both new and old!) to instructional duties





Instruction Toolkit

Format



Considerations

- Is the toolkit's format suitable for the kinds of resources (the "tools") it will share?
- Is the toolkit's format accessible and understandable for the library and archives instructors who will use it?

Potential Formats

- File management and collaboration platform (e.g., Microsoft SharePoint, Google Drive, Box, etc.)
- Internal research guide/LibGuide
- Institutional intranet
- Shared resource library made with reference management tools (e.g., Zotero)
- Paper guides



Instruction Toolkit:

Contents

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Recommended Timeline for Preparing for an Instruction Session Small Special Collections Library, University of Virginia

At least 2-4 weeks before the instruction session

Who	What
Faculty	Submit the Instruction Request Form , received by the Instruction Librarian.
Instruction Librarian/Archivist	Share tentative date(s) of instruction session with Building Manager.
Building Manager	Review room availability and reserve room (Room 318 or auditorium) for the instruction session. Send Outlook calendar attachment to Instruction Librarian/Archivist.
Instruction Librarian/Archivist	Add calendar attachment to the UL-Special Collections Classes calendar in Outlook. Invite SC instructor(s) to lead the instruction session (via Outlook calendar invite).
SC Instructor	Accept or Decline the Outlook invitation within 48 hours. Let the Instruction Librarian know if you'll need more time before confirming your involvement.
Instruction Librarian/Archivist	Send a confirmation email to the faculty, confirming the date, location, and instructor (SC instructor copied on email)
SC Instructor	Communicate directly with the faculty to learn more about the session's learning objectives, suggested collection materials, associated class assignments, etc. May ask faculty for the course syllabus if one wasn't attached to the original request form.

2 weeks before the instruction session

Who	What
SC Instructor	Create an Aeon activity for the instruction session. Add yourself to the activity. (Optional) Add the faculty if they have an existing Aeon account and want to place requests themselves.
SC Instructor	Place requests for the instruction session and use the "Request for" field in Aeon to link the requests to the appropriate class activity.
SC Instructor	Begin formulating learning objectives, a lesson outline, and any in-class activities.
SC Instructor	(Optional) Meet with the faculty, the Instruction Librarian, or other colleagues to refine plans (in-person, email, Zoom, or phone).

Recommended Timeline for Preparing for an Instruction Session

- Outlines the tasks instructors should complete when preparing for an instruction session
- Step-by-step guide for instructors who do not teach as often and need a refresher on policies and best practices

Instructor Directory

- List of all Special Collections instructors, their areas of expertise and interest, and some classes they have worked with in the past
- Useful for assigning instructors to sessions
- Helps instructors identify co-teachers and collaborators



Instruction Toolkit:

Contents

COLA 1500: Back in Picture: Enslaved Laborers & Descendants Lesson Plan Small Special Collections Library

Class	COLA 1500: Back in Picture: Enslaved Laborers & Descendants
Date and Time	Monday, October 31, 2022, 3:30 – 4:30 PM
Location of Session	Room 318
Number of Students	18
Faculty Name	Associate Professor Lilian Feitosa – Department of Spanish, Italian & Portuguese
SC Instructors	Jacob Hopkins, Lauren Longwell

Notes, requests, and assignment details provided by faculty:

- **Instructional needs:** “I would love for my students to see first hand university-related documents and other things related to slavery. Any such materials would enrich our course tremendously. Students will have read the Report to the President on Slavery and walked around grounds.”
- **Session goals:** “Learning more about the role of enslaved people and slavery in the history of UVA.”

Learning Outcomes

1. By the end of the session, students will be able to describe the kinds of resources available at Special Collections and how to conduct research at Small Library.
2. Students will be able to interpret the authorship, intended audience, and historical context of primary sources that represent histories of slavery and their legacies.
3. Students will be able to relate primary source analysis to the larger process of research and scholarship.

Lesson Outline

	What	Who	Time
I	Welcome		
a.	Greet students and remind them to move any bags, pens, food/drink, and bound notebooks to the tables at the front of the classroom	Jacob & Lauren	As students arrive
b.	Introductions	Jacob & Lauren	1 minute
c.	What is Special Collections? “Has anybody visited Special Collections before? Can anyone describe what makes Special Collections unique from other libraries?” Brief description of some collection highlights and the formats we collect. After Jacob talks	Jacob [and Lauren for a brief description of University Archives]	15 minutes

Sample Lesson Plans, In-Class Activities, and “Class Files”

- Adaptable lesson plans with examples of learning objectives
- Examples of in-class activities to encourage instructors to engage students in active learning exercises
- Copies of all resources made and used for a class – useful for planning for similar or repeat class visits





Instruction Toolkit

Contents

Inclusive Classroom Practices

- Designing accessible and flexible instruction
- Promoting inclusive language
- Engaging students in active learning exercises that probe archival silences and biases

Trauma-Informed Approaches to Archives

- Strategies for creating a welcoming classroom environment that supports students' well-being and autonomy
- Useful for instruction sessions that involve challenging or offensive collection materials





Instruction Toolkit

Outcomes and Further Considerations

Outcomes

- Refined and standardized practices for designing, delivering, and assessing instruction sessions
- Support during staffing transitions
- Making transparent the labor involved in library and archives instruction
- Creating community amongst library and archives instructors

Further Considerations

- Buy-in and input from library and archives instructors and other staff is essential
- Approach an instruction toolkit as a living and evolving resource repository





Contact Us



tinyurl.com/InstructToolkit

Jacob Hopkins

University of the District of Columbia
(formerly at the University of Virginia)
jacob.hopkins@udc.edu

Veronica McGurrin

University of Virginia
vmcgurrin@virginia.edu

M. Grace Hale

University of Virginia
mgh9ja@virginia.edu

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