



Connected Library Instruction:

Functioning as a Mainstay in the Waves of
Uncertainty

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—
Arellano Douglas, V., &
Gadsby, J. (2022).

The power of presence:
One-shots, relational
teaching, and instruction
librarianship. *Special Issue
of College & Research
Libraries*, edited by
Nicole Pagowsky, 83(5),
807-818.

doi:<https://doi.org/10.5860/crl.83.5.807>



Foundational Literature

- Connected Teaching:
Relationship, Power, and
Mattering in Higher Education
by Harriet L. Schwartz
- Relational-Cultural Theory by
Jean Baker Miller, Judith V.
Jordan, Janet Surrey, & Irene
Stiver at Wellesley College



Meaningful
interactions are
relevant and powerful
in students' lives,
regardless of the
length of those
interactions.

Today's agenda

- Foundations of connected teaching
- How connection leads to learning
- Practical ways to bring connection to our work





First, we must know ourselves.



Think & Feel

Scenario 1

You have done extensive prep work for a research consultation, which is a requirement for every student in this course. However, the student does not show up and does not send an email with an apology or a reason why they were not able to make their appointment.

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**Scenario 1: How does this
make you feel? What
emotions come up for you?**

① Start presenting to display the poll results on this slide.

Think & Feel

Scenario 2

In a one-shot session, a student is dominating class with their questions and off-topic tangents. You can tell this student's behavior is typical by their classmates' behavior: eye-rolling, knowing looks and general disengagement.

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**Scenario 2: How does this
make you feel? What
emotions come up for you?**

① Start presenting to display the poll results on this slide.



Availability of
intellectual and
emotional connection





Five Elements that Drive Learning

Harriet L. Schwartz

Energy & Enthusiasm

- For a student's learning and engagement
- For the content and material
- For the learning process



Knowledge

- Assignment
feedback
- Post-class
conversations
- Email interactions



Sense of Worth

- Beyond "doing our job"
- Sharing personal academic struggles
- Intellectual mattering



Action or Movement

- Connecting when students are frustrated or facing challenges
- Helping students get "unstuck"
- Problem solving and creating plans



Desire for More Connection

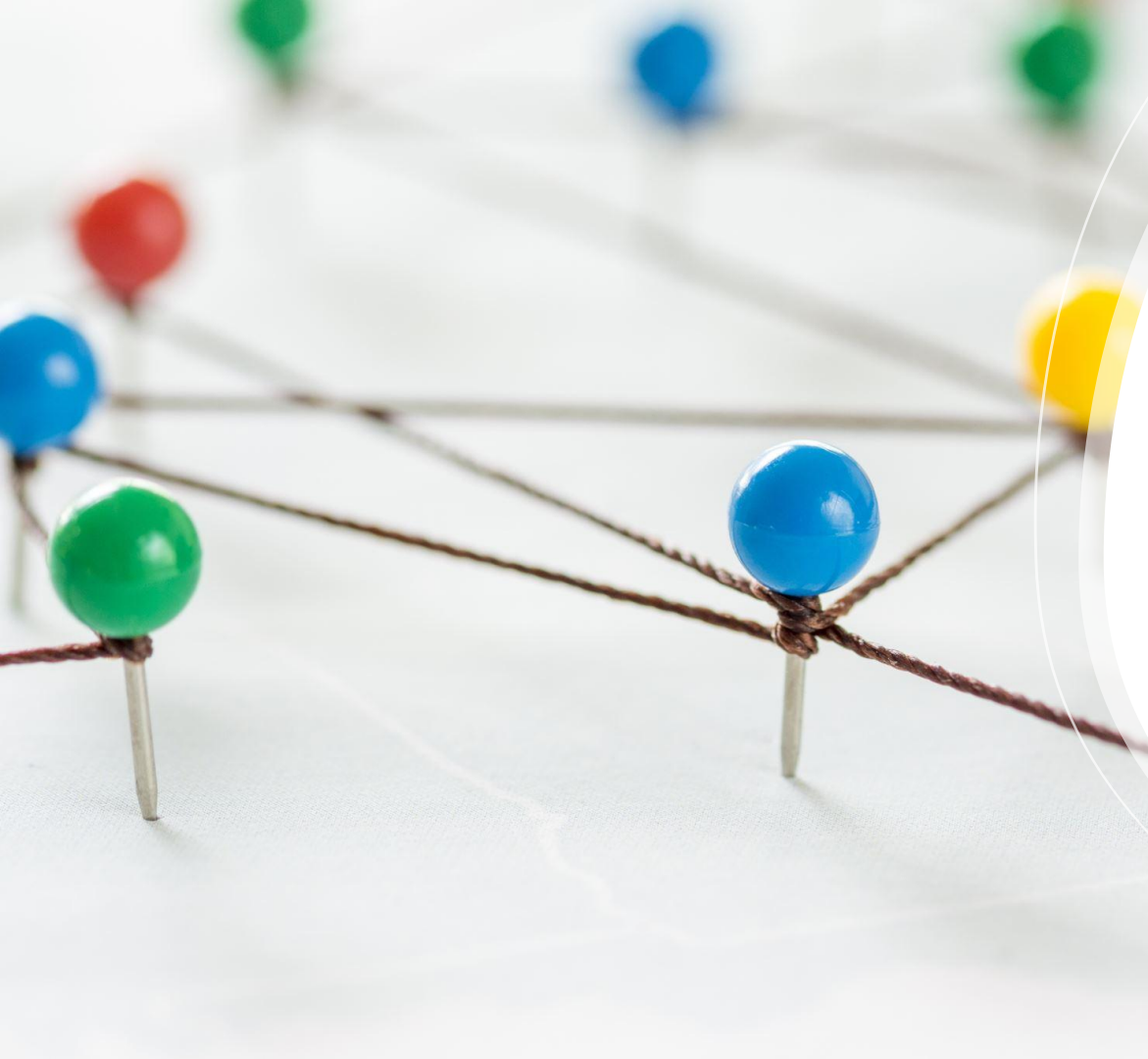
- Helps students see their value
- Decrease self-doubt and imposter syndrome
- Grow INTO more relationship



Intellectual Mattering

- Content
 - Student ideas
 - "WE" language
- Process
 - Actions
 - Time shared





High Quality Connections in Limited Time

- Be Present and open
- Don't ASSUME needs
- Be empathetic
- Share your stories
- Repeat the invitation



Using
Technology
to Gather
Needs &
Skills



Connected Teaching in Our Work



Instruction

- Make connections with students and topics
- Listen to students in group work
- Follow up with students individually who ask questions
- Share power with the instructor



Research Consultations

- Listen to the student's expressed need
- Develop a plan of action
- Be sure the student participates in the interaction
- Demonstrate the "messiness" and difficulties of research
- Establish yourself as a "co-learner"



Assessing with Care

- Clear and specific feedback
- Acknowledge student effort
- Balance between correction and concern for learning
- Grade a class, not individuals
- Transference of emotion



CONNECT

Scenario 1

You have done extensive pre-work for a research consultation, which is a requirement for every student in this course. However, the student does not show up and does not send an email with an apology or a reason why they were not able to make their appointment.

CONNECT

Scenario 2

In an instruction session, one student is dominating class with their questions and off-topic tangents. You can tell this student's behavior is typical by their classmates' response: eye-rolling and knowing looks. You are afraid the class is disengaging with the content because of this student's domination of the class time.

You know
my name?



Would you
be my
advisor?



Sources & Suggested Readings

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Thank You!
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<http://bit.ly/3o6lUXv>