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The Flywheel Effect: Bridging the gap for 1st year students in a virtual world

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The Flywheel Effect

*Bridging the gap for 1st year
students in a virtual world*



**GEORGIA
SOUTHERN**
UNIVERSITY

UNIVERSITY LIBRARIES

Henderson Library and Lane Library

Kay Coates, Assistant Professor

Vivian Bynoe, Assistant Professor



REFLECTIVE QUESTION

Do the services being provided by your library align with the current needs of your students during COVID-19? If so, how?

<https://padlet.com/vbbynoe/flywheel>

DEVELOP A PLAN

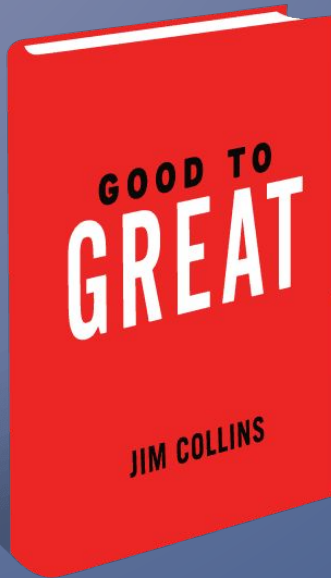
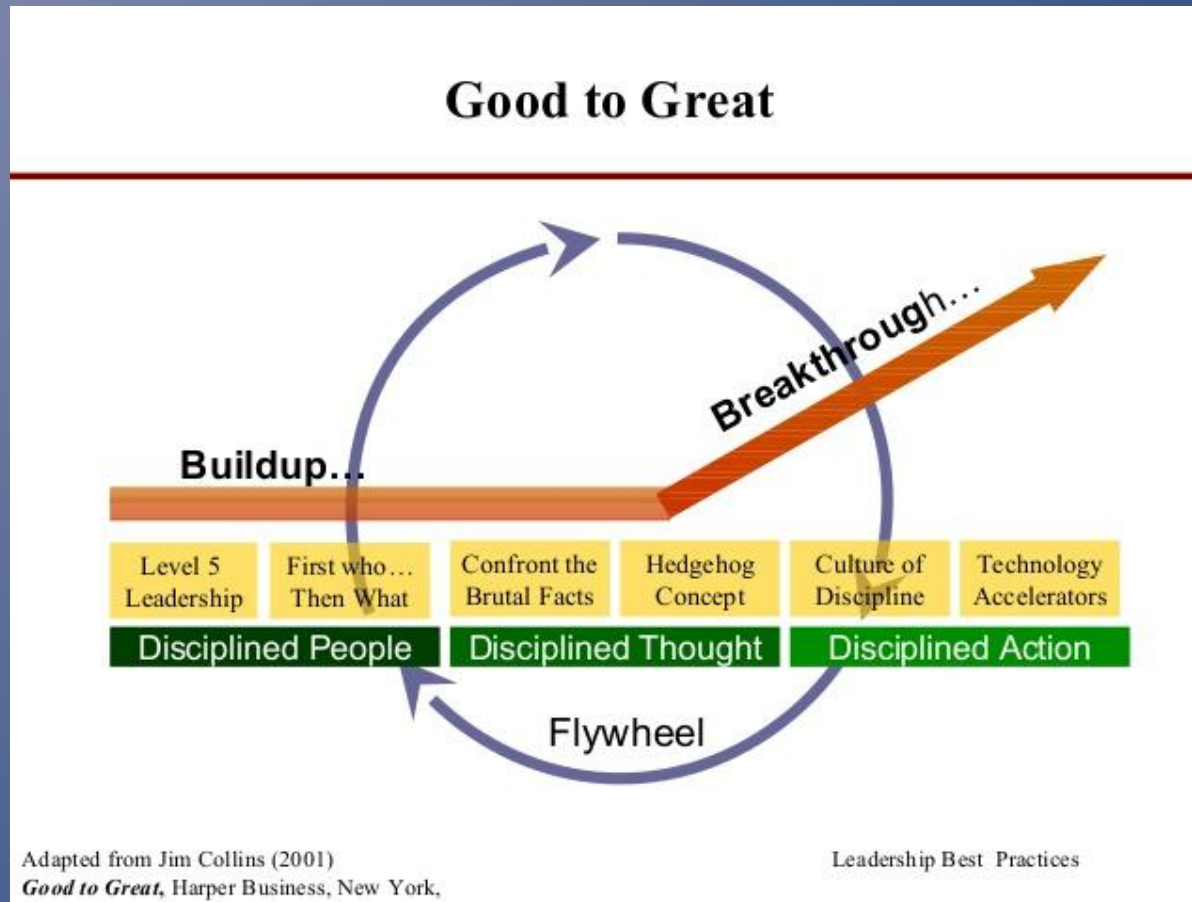


Image by Chris Hilbert from Pixabay

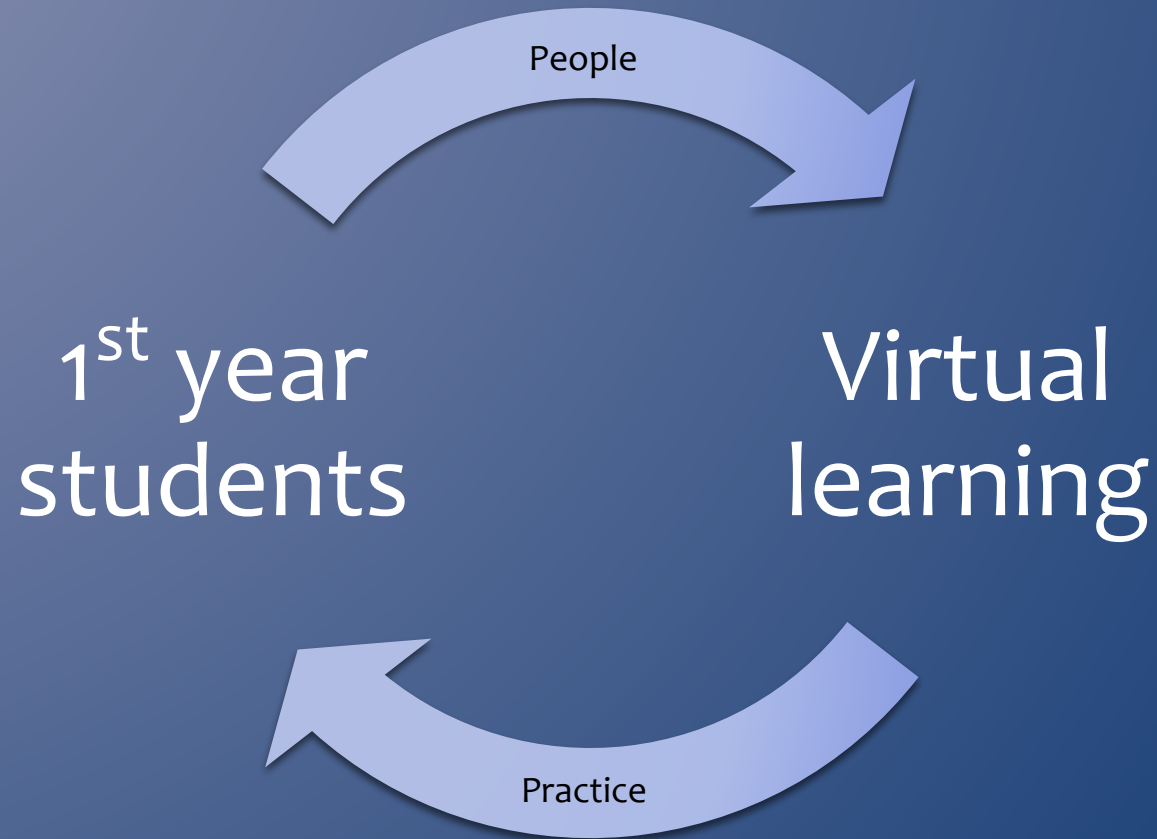
“What separates people is not the presence or absence of difficulty, but how they deal with the inevitable difficulties of life.” — Jim Collins

IDENTIFY AND PROPOSE A STRATEGY



<https://www.slideshare.net/NUSEntrepreneurs/best-practices-of-entrepreneurial-leaders>

THE FLYWHEEL EFFECT



REFLECTIVE QUESTION

Have you asked students about their learning experience during the pandemic and how it can be improved?

If not, what are some questions you would ask students?

https://padlet.com/vbbynoe/flywheel_2

THE FLYWHEEL EFFECT

Step One: Leadership within the Program

Leaders: Instruction Librarians/Liaisons

Assessment: Strengths-based (CliftonStrengths)

Step Two: Who, Then What?

Campus Resources:

TRIO Student Support Services

Office of Multicultural Affairs

Academic Success Center

Teaching Faculty/Instructors

The key here: The “who” comes before the “what.” (Collins, 2001, p. 63)

REFLECTIVE QUESTION

What tips did you learn on how to keep students engaged in the virtual environment during the pandemic?

https://padlet.com/vbynoe/flywheel_3

THE FLYWHEEL EFFECT

The Brutal Facts

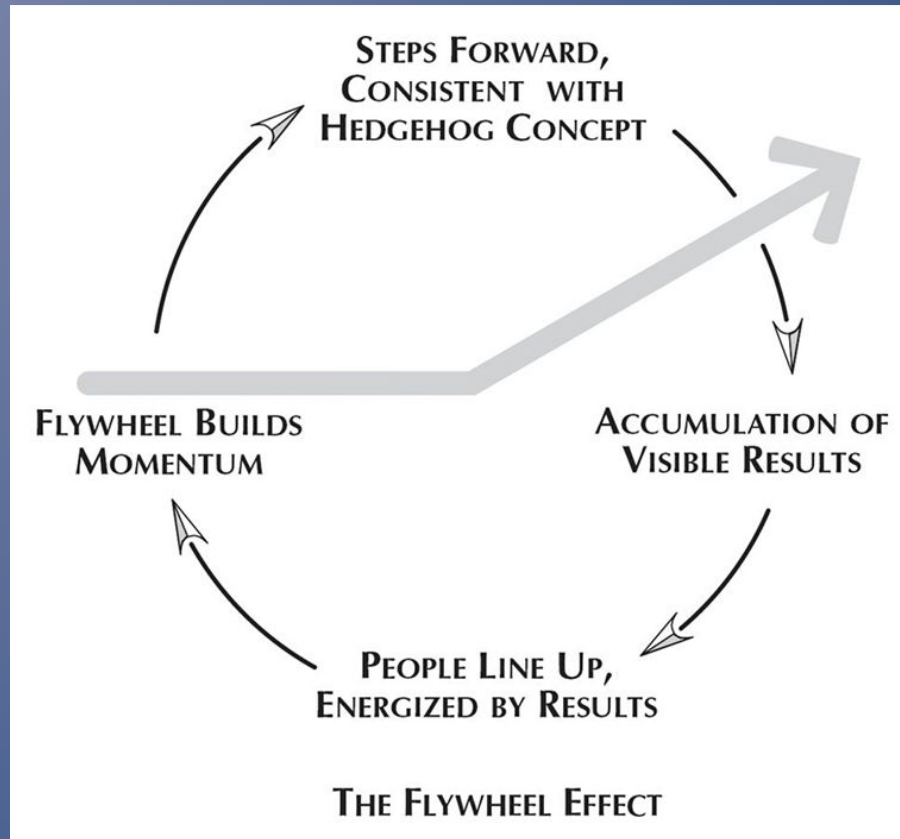
COVID-19 has posed additional challenges for students in high school who will be transitioning to college, especially after the abrupt pivot to virtual learning

[Reader Survey](#) Finds Unprepared Students a Persistent Problem

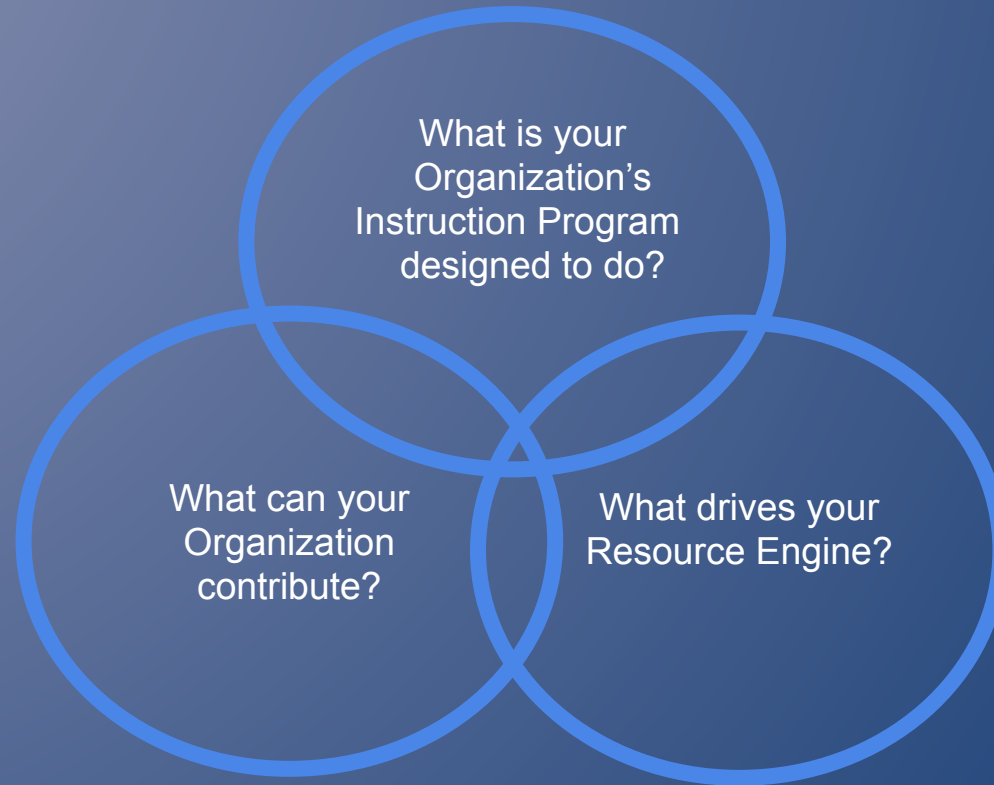
	Not a Problem	Slightly Problematic	Moderately Problematic	Very Problematic
Students who come to class unprepared	6.08% 57	30.49% 286	37.74% 354	25.69% 241
Students who are not prepared for the rigors of college	8.86% 83	31.48% 295	34.58% 324	25.08% 235

Do our services align with what these students really need to succeed academically in higher education?

HEDGEHOG CONCEPT



HEDGEHOG CONCEPT: Passion - Strengths - Resource Engine



“Great companies pioneer the application of carefully selected technologies that are 100% consistent with a deep understanding of the three intersecting circles of the Hedgehog Concept...”

THE FLYWHEEL STRATEGY



Bridging the Learning achievement Gap

“The ACRL Framework is called a framework intentionally because it is based on a cluster of interconnected core concepts, with flexible options for implementation, rather than on a set of standards or learning outcomes, or any prescriptive enumeration of skills.”

THE FLYWHEEL STRATEGY

Current Modus Operandi

- Instruction is mainly one-shot sessions provided online or synchronously virtually. There are a few librarians embedded in online classes.
- We work with the teaching faculty, TRIO, Academic Success Center
- Each librarian has their own way of assessing teaching effectiveness

THE FLYWHEEL STRATEGY

How To Improve?

- Offer small group instruction sessions targeted at first-year students outside of the classroom.
- Work to embed more librarians in online classes to help students throughout the semester.
- Create an assessment tool for student progress.
- Incorporate professional development for instruction librarians.
 - Social/Emotional Learning
 - Critical Information Literacy
- Develop stronger community connections with high schools to interact with students prior to entering college.
- Create thoughtful, detailed [lesson](#) plans.

THE FLYWHEEL STRATEGY

**A GREAT instruction program considers
the micro and the macro aspects of student learning**

“As a profession, we have neglected to consider the implications of ...critical librarianship with respect to racial and social-class achievement gaps outside the information literacy instruction classroom. By ignoring these achievement gaps, we become complicit in the reproduction of inequitable outcomes for students whose identities higher education has traditionally marginalized.”- Amanda Folk

THE FLYWHEEL STRATEGY

Example: Memphis Middle School Concept Council

- Mindset change
- Open and honest dialogue
 - Used the strategy of Native American wisdom circles to quickly build intimacy and trust among our group.
 - Break down hierarchies
- Improved teacher qualifications
- Built a community connection

THE FLYWHEEL STRATEGY

Results: Memphis Middle School

During the 2004–2005 school year, Memphis Middle Schools saw an increase in reading and math scores. The district also saw student conduct and attendance rates improve (92.7% to 93.5%). In 2004–2005 eighth grade students scoring proficient or advanced increased significantly in both reading (to 80.2%) and math (to 74.4 %).

These scores reflect an increase since the 2002–2003 school year when only 67.7% of eighth grade students scored proficient or advanced in reading/language arts and only 61.9% scored as well in math (Figure 5). Looking at the data by community shows that the middle schools met their goal of accelerating student learning.

THE FLYWHEEL EFFECT

BRIDGING THE GAP



A matter of conscious choice

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