Building Bridges & Boundaries: Transitioning to Online First-year Experience Instruction

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Link to these slides

Land Acknowledgement

We acknowledge that the land on which we live and work has long served as the site of meeting and exchange amongst a number of Indigenous peoples, specifically members of the Keyauwee, Catawba, Eno, Sappony, Shakori, and Saura Nations. We also acknowledge the long history and lasting legacies of slavery on these lands.

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1.
TRANSITION PROCESS

Cast your memory back to March 2020...

UNCG Libraries' First-Year Instruction Program

- Three main programs:
  - College Writing (ENG 101/102)
  - Introduction to Communication Studies (CST 105)
  - College success/transition course (FYE 101: Succeed at the G)
- As of 2019, each program has a different assigned liaison

First-Year Instruction in Fall 2019

▸ Face-to-face instruction stats
  ▹ ENG 101/102: 46 sessions, over 1000 students (taught by 4 librarians)
  ▹ CST 105: 41 sessions, ~950 students (taught by 5 librarians)
  ▹ FYE 101: 12 sessions, over 250 students (taught by 3 librarians)
  ▹ Total: 99 sessions, over 2000 students

March 2020

▸ March 11: University email describing plan to suspend instruction on March 13 for a week to transition online

▸ March 18: reduced library hours, public service desks closed, many Libraries' employees began teleworking all or part of the time

▸ Most library instruction was canceled or moved to an asynchronous online format for Spring 2020

Summer 2020

▶ Department heads for teaching units in the Libraries (Research, Outreach, and Instruction; Digital Media Commons; Special Collections & University Archives; and the Schiffman Music Library) determined that all Fall 2020 library instruction would be virtual

▶ Technology and pedagogy training was offered widely throughout the Libraries

▶ Decision was extended for Spring 2021

Summer 2021

- "Return to normalcy" messaging from campus, but very few answers about guidelines regarding social distancing, masking, etc.
- We developed a proposal to continue providing all instruction to CST 105, ENG 101/102, and FYE 101 online for 2021-2022, which was presented to the Department Heads group in the Libraries and was approved
- Consistent messaging was created and shared with program coordinators for these courses

2.
CST 105

Course Overview

CST 105

- Introduction to Oral Communication course
  - MAC Oral Communication Competency
- Persuasive speech assignment, requires basic research and APA style citations
- Pre-COVID: All in person, 50 or 75 minute one shot sessions in a two/three week period
- Since Fall of 2020: Asynchronous module, spread throughout the semester

Canvas Module: Pros & Cons

Pros:

Students have experience using Canvas

Less exhausting than 40+ one shot sessions per semester

Students can work at their own pace

Cons:

Extensive time required for grading & communicating scores to instructors

Ability to follow directions varies greatly

Module has been shortened significantly, trade offs in content & design

Module Assessment: 2020-2021 Year

- 588 (fall) + 465 (spring) = 1,053 students
- Average score = 83.9%
- Grading workflow
  - Originally 6 checkpoints, now 2
  - Google Forms, Google Sheets, Box

3.
ENG 101/102

Course Overview

ENG 101/102

- Gen ed (MAC) Written Communication Competency
  - Students choose ENG 101 or 102, RCO 101, FMS 115
  - Teach one-shot instruction
  - Number of sessions per semester
    - Pre-Covid instruction 40+
    - Fall 2021: 12
    - Spring 2022: 7
  - College Writing module had 35 downloads

4.
FYE 101

Course Overview

FYE 101

"FYE 101 is designed to help new students transition successfully to academic and student life."

- ▶ Develop FYE 101 assignments
- ▶ Provide one-shot instruction

FYE 101 & MAC

▸ UNCG rolls out a new general education curriculum

▸ FYE 101 becomes a 3-credit course instead of 2-credit

▸ Foundations Competency requires an information literacy component

From the FYE 101 Library Module

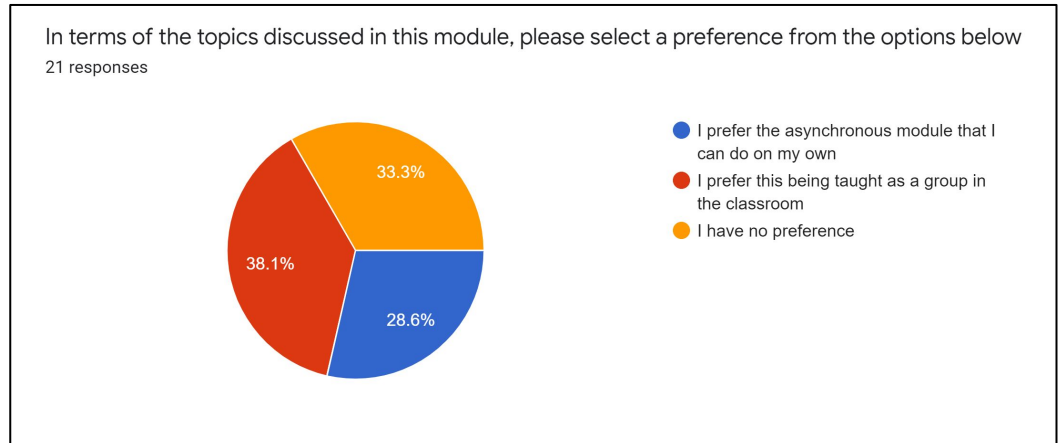## Some student responses to their preferences:

"I am good both either way, I don't have a single style that I have specifically adapted to."

"I like having the option to work at my own pace but I also know that classroom settings will help me stay on topic more."

"I am a better learner in the classroom because I am mostly a visual person so if someone shows me how to do something by hand I will know it"

"I like questions being asked in the classroom, especially if I hadn't thought to ask them. The sounding board of a classroom is helpful, I think."

"I liked being able to do this at my own pace, and it was in the comfort of my own home."

In terms of the topics discussed in this module, please select a preference from the options below
21 responses

- 🔵 I prefer the asynchronous module that I can do on my own
- 🔴 I prefer this being taught as a group in the classroom
- 🟠 I have no preference

33.3%
38.1%
28.6%

5.
BOUNDARIES

Saying "No"

- Personal comfort level in group settings
- Enforcing professional boundaries with faculty
- Work/life balance concerns
- Support from supervisors

6.
SCENARIOS

What would you do?

Scenario #1

Imagine that you're coordinating library instruction for a first-year course that has 50 sections. You've communicated clearly with the course director, who has communicated with individual section instructors, that all instruction for the course will now be delivered in an online format. An instructor you've worked with before has asked you to make an exception and come to their class for an face-to-face session. What would you do?

Scenario #2

You've worked hard to develop and regularly assess an effective and engaging asynchronous module for a first-year course with 75 sections. You've tested the module with students who have confirmed that it takes approximately the same amount of time as a face-to-face one-shot, but the course directors think it's much too long and that students won't complete it. They want you to find a way to cut the content by about 50%. What would you do?

7.
FUTURE DIRECTIONS

What's next?

Key Points

▶ Harnessing the online tools we've created
  ▷ Example: Virtual library tour, library tutorials
▶ The power of "no"
▶ Assessment data is helpful
▶ Flexibility is essential
▶ Fall 2022 remains uncertain, likely hybrid

Suggested Reading

- Fobazi Ettarh: Vocational Awe & Librarianship
- Kaetrena Davis Kendrick
  - ▷ Kendrick, K.D. (2017). The low morale experience of academic librarians: A phenomenological study. *Journal of Library Administration, 5*(7), 846-878.
- NPR: Pandemic & Trauma

Thanks!

Any questions?

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Credits

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- ▶ Photographs by Unsplash