

Rationale

Originally just open to students in the Ag Residence College, AGRI 1001/1011 was revamped in 2020 to include all incoming students in the College of Agriculture. AGR 1001 grew from five sections to ten, Agri 1011 was discontinued, a library research workshop was added, and I was invited to the new Agri 2001 course.

Due to this change, and the natural progression of how a course evolves, I have had to change how I teach the class throughout the years. This poster is a quick look at the different styles of teaching used to meet the demands of each different iteration of the classes.

Background

Spring 2016: the professor who taught AGR 1011 invited the librarians into the classroom three times this semester. The students had an issue analysis and needed library resources for the presentation. In the first class we gave a brief introduction to library resources. In their second class we decided to try a flipped classroom exercise where they watched videos before class and then we did two activities during class. On the third class visit, we focused the lesson on citations and kept it short as we had to share the time with another guest lecturer. **Fall 2016,** we were invited back to do brief (20 minute) discussion about library resources to five different sections of Agri 1001 students. This semester the ARC Scavenger Hunts started. I became a “stop” on the list and students would have to find me and get a photo.

Spring 2017: I visited twice. Once to talk about, “choosing an ag issue” and then the second time to discuss, “researching ag issues”. Again these were done in a flipped classroom style where students watched videos ahead of time, and in class we did a flipped classroom exercise. The assignment this semester was to design a pamphlet that discussed an agriculture issue.

Spring 2018: I was invited in once. I introduced the research guide and discussed scholarly vs popular sources. In this class I also reinforced learned concepts with a Kahoot game.

Spring 2019: I was again invited in for only one class and I had to share the class time. In the workshop, we discussed evaluating resources using the CRAAP method. The assignment evolved to be more creative with students getting to choose to do a pamphlet, a paper, or a creative output of some sort. This included a short skit, video, rap, creative dance with words, etc. Fall 2019, was my last year as a stop on the ARC scavenger hunt.

Spring 2020: AGRI 1011 was no longer offered and the college decided it wanted to re-evaluate the program. **Fall 2020:** AGRI 1001 was reinvented as a First Year Seminar. I was not invited to speak.

Spring 2021: I met with Amanda Martin, Assistant Dean of Recruitment and Student Development and Allie Prest, Assistant Dean-Student Services College of Agriculture to discuss library services moving forward. **Fall 2021:** I was invited to be a “stop” for AGRI 1001 students who were interested in learning more about library resources. I was also invited to speak twice to Agri 2001, a new class focusing on learning how to write grant/research proposals.

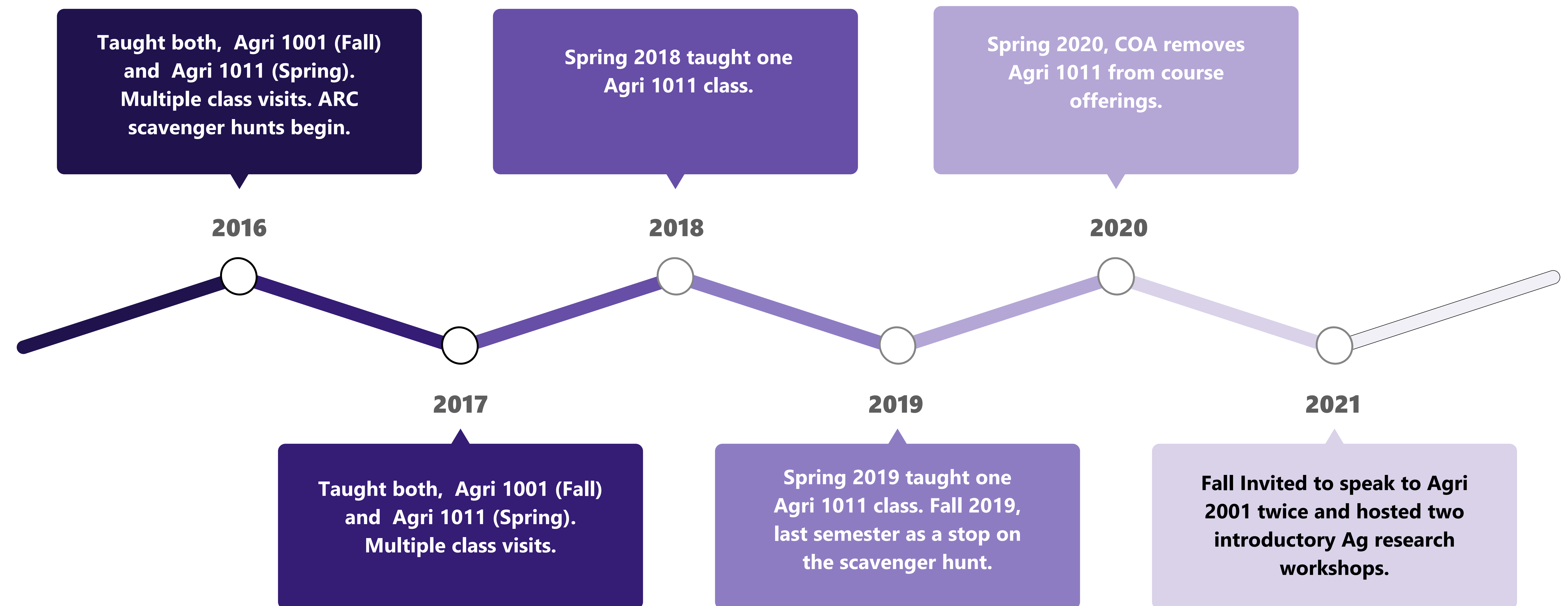
Take-Away

At the time, AGRI 1001 and AGRI 1011 were two classes that most Ag students were required to take. This was a fantastic opportunity to promote library services as well as introduce myself and the ways I can help make their time in the Ag Program successful.

These classes required me to constantly stay on my toes and try different things. What worked one semester, would not work the next. This gave me the chance to try different teaching styles.

Large classes can be intimidating but they don't have to be. Showing a willingness to try different things and get weird with it at times made me more confident as an instructor.

Timeline



Types of Teaching Used

Team Teaching

- How I approached multiple classes, especially early on.
- Great for beginners and less mind numbing.
- Better for some students to hear from different people.
- Great way to keep the energy up, especially in larger classes.
- Multiple teachers allow for better answers to the “weird” questions.
- Downside is more difficult to “wing it” and need to have more class prep.
- Can cause some students uncertainty with who to talk to for questions.
- More availability for student consultations.

Lecture using Research Guides

- Easiest and requires less prep work.
- Guides allow for a resource to be available after the class is over.
- Can be boring for both you and the student.
- Can be useful if you have someone to team teach with.

QR Code for Agri 1001 Class Guide



Flipped Classroom

- More prep work before class.
- Requires students to do work outside of the classroom.
- Great way to start discussions and get class involved.
- Difficult in large settings.
- Students don't like standard group assignments but this is a way to get everyone involved in the discussion.
- Students have agency and this activity allows them to recognize each other as experts.

Games

- Great way to involve all students.
- Reinforces the lesson they are working on.
- Can be difficult when you only get one class session and need to cover lots of topics.
- Great way to explore concepts students may be only vaguely familiar with.
- Also a great way to assess where students are at.

Introductory Research Workshops

- Not mandatory, students who want to be there will come.
- More willing to ask questions.
- Groups were much smaller.
- Allowed for more conversation.
- Difficult to talk about resources without an assignment.
- Also because so many different majors within Ag, finding multidisciplinary sources was a little bit of a struggle.
- Outside of the classroom, how students view me is different.