Perfection isn't the goal, right?
Reflections from early-career librarians on adapting the one-shot to an online environment

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There is a lot going on in the world. We are each approaching this moment from a different perspective.

Let us acknowledge that...

- systemic racism is present in the society in which we live. These racist structures extend into the academic library.
- Black Lives Matter.
- when we are in the United States, we are on native land.

We must acknowledge these injustices before we engage in our session in order to practice a pedagogy of care and critical reflection that aids in identifying and fighting against the oppression that these systems reproduce.

This statement is adapted from a collaborative statement developed by the Library's Research & Education team at SUNY New Paltz.

Agenda

- Getting to know you
- Pedagogy of Care in theory and practice
- Reflective Practice
- Q+A

We'll be using Jamboard throughout today's session.

Getting to know you!

- What type of institution are you at?
- How long have you been teaching (as a librarian and in other roles)?
- What type of instruction did your institution provide this past spring semester?
- What type of instruction did your library provide this past semester?

Reconsidering pedagogy of care in a pandemic

Created by Luiz Carvalho
from Noun Project

A note on terminology
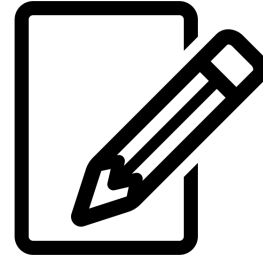
For the purposes of this presentation, a 'pedagogy of care' and 'caring pedagogy' are synonymous terms understood to involve the practice of an ethic of care in a teaching context.

'Note' image by Lyhn from the Noun Project

Reconsidering caring pedagogy in a pandemic

"To receive and to be received, to care and be cared-for: these are the basic realities of human being and its basic aims. To be with another in time of trouble is better than to be permanently alone and trouble-free. Indeed, one cannot imagine being trouble-free and permanently alone. **One loses both the 'human' and the 'being' when one is severed from all relation.**" (Noddings, 2003, p.173-4)

3 core themes of caring pedagogy

1. Prioritize care and student engagement
2. Care is relational
3. A holistic approach to education

'Care' image from P Thanga Vignesh from Noun Project
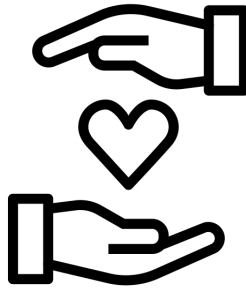
1. Prioritize care and student engagement

- "The primary aim of every educational institution and of every educational effort must be the maintenance and enhancement of caring." (Noddings, 2003, p.172)

- "When a teacher asks a question in class and a student responds, she receives not just the 'response' but the student...She is not seeking the answer but the involvement of the cared-for...**The student is infinitely more important than the subject matter**." (Noddings, 2003, p.176)

2. Care is relational

- "this ethic, which reflects a cumulative knowledge of human relationships, evolves around a central insight, that self and other are interdependent." (Gilligan, 1993, p.74)

- "care becomes a medium of, ideally, mutual exchange, whereby self-interest is blended with the interests of others. By investing in the personhood of others, one's own personhood is advanced" (Traschel, 1995, p.33)

3. A holistic approach to education

"progressive, holistic education, 'engaged pedagogy'.... emphasizes well-being. That means that teachers must be actively committed to a process of self-actualization that promotes their own well-being if they are to teach in a manner that empowers students." (hooks, 1994, p.15)

"Actively caring for the souls of students also requires that we care for our own souls first. We have to secure our own oxygen mask before helping others secure theirs." (Accardi, 2013, p.93)

Q1

Which core themes of caring pedagogy resonate most with you? Why?

Notes on using Jamboard:

1. Use the 🗒 to add a new sticky note with your response.
2. Because of capacity, wait until you are ready to answer the question to add your thoughts then leave the Jamboard so others may add their thoughts.

Library Instruction & Pedagogy of Care

How can we bring a Pedagogy of Care into our library instruction, especially in an online environment?

Library Instruction & Pedagogy of Care

"Because academic librarians may not have the same power dynamic as the traditional classroom teacher, we can take the idea of reciprocity further to make space for mutual teaching."

Symphony Bruce, *Teaching with Care: A relational approach to individual research consultations*

Library Instruction & Pedagogy of Care

"I do not need to establish a deep, lasting, time-consuming personal relationship with every student. **What I must do is to be totally and nonselectively present to the student--to each student-as he addresses me.** The time interval may be brief but the encounter is total." (180)

Nel Nodding, *Caring: A feminine approach to ethics and moral education*

Care in Online Instruction

"Interactive opportunities are limited for practicing caring, **particularly authentic caring**"

Instructor Strategies:

- instructor vulnerability
- Promptness
- Humor
- and eagerness

Pedagogy Strategies:

- synchronous activities
- peer-to-peer learning
- projects that use students' interests
- options for representing learning
- student feedback
- relevant and simplified resources

Colette Rabin, *Care Ethics in Online Teaching*

How We Put Pedagogy of Care into Practice

Asynchronous Approach

Considers students personal lives & mental health during a pandemic

Relevant Activities

Discussion boards & google docs that find sources for their research assignment

Mutual Learning

Students learn from each other and I learn about how they are engaging with the research process

How We Put Pedagogy of Care into Practice

Online, but with choices

Considers librarians personal lives & capacity during a pandemic while also giving them teacher autonomy

Brainstorming drop-ins

Hosted drop-in sessions throughout fall 2020 for librarians to talk about their instruction and bounce ideas off each other

Opening prompts

Quick, fun prompts to start library sessions to get students comfortable, talking, and establish relationships

How We Put Pedagogy of Care into Practice

Setting Boundaries

What are we willing and able to do in our instruction? How do we communicate our boundaries to faculty?

Prioritizing Student Engagement

Flexible lesson planning, recyclable digital learning objects, offering multiple means of engagement

Putting the 'Community' in Community of Practice

Taking opportunities to check in with colleagues, finding new channels of communication
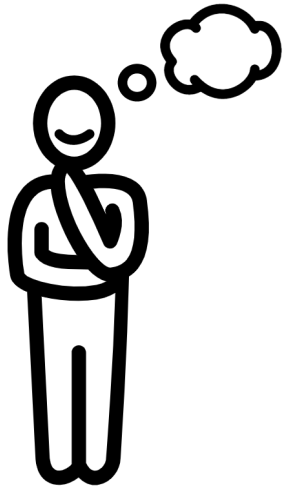
Q2

How have you implemented a pedagogy of care in instruction online?

Embracing Reflective Practices

"When we examine ourselves and commit to learning and growing in new ways, we are better for it, and our pedagogy can improve and expand as a result" (Cooke, 2020, p. 89).

Definition – Reflective Practice

"a process of self-examination and self-evaluation in which effective educators regularly engage to improve their professional practices" (Shandomo, 2010, p. 103).

A step further - critical reflection

"Critical reflection is, quite simply, the sustained and intentional process of identifying and checking the accuracy and validity of our teaching assumptions" (Brookfield, 2017, p. 3).

How do I incorporate reflective practices?

Saunders and Wong (2020) outline one reflective approach introduced by York-Barr et al. in 2006 as a four-step process:
1. Description (The what happened?)
2. Analysis and interpretation (The why?)
3. Meaning and application (The so what?)
4. Implications for action (The now what?)

Q3

Be honest, how has this year been for you?
How has it affected your teaching?

Q4

What changes have you made to your teaching because of the pandemic that you plan to keep?

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Thanks!

Q+A