

Which Ruby the Therapy Dog photo fits your vibe today?

Looking for
“Anchoring Your Active
Learning Intentions?”
You’re in the right place!



Credit to Tony Pepper (photos, dog parenting), Flower Darby (activity inspo), Dr. Courtney Plotts (activity originator), Ruby (cuteness)

Anchoring Your Active Learning Intentions:

When Research Shows a Pedagogical Drift



Alyssa Archer, Liz Bellamy, and Susan Van Patten

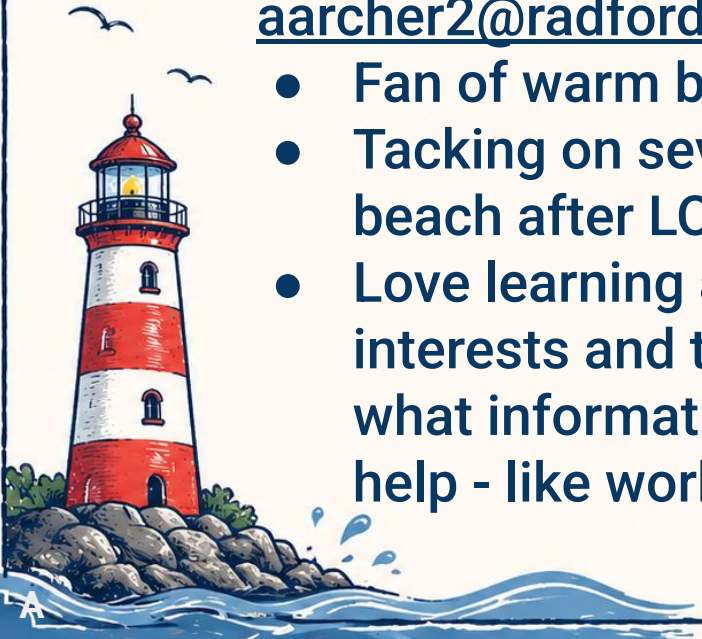
Equal contributors in alphabetical order



Hello from Alyssa!

Head of Research Services
McConnell Library, Radford University
aarcher2@radford.edu

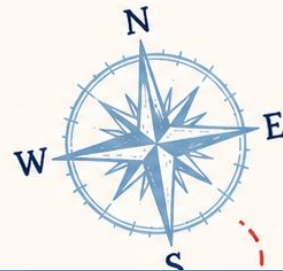
- Fan of warm beverages
- Tacking on several days to go to the beach after LOEX
- Love learning about students research interests and then connecting them to what information sources/strategies will help - like working on a puzzle.



Hello from Liz!

Interim Head of Research/Coordinator of Library
Instruction, William & Mary Libraries
embellamy@wm.edu

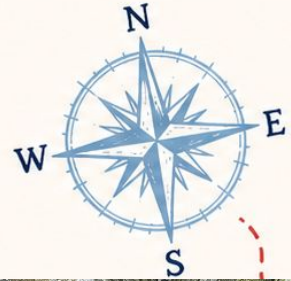
- Rushed here from her kiddo's first dance recital #workingmomlife #icanhaveitall
- Hasn't been to the *beach* part of NFK/VA Beach since moving ~1hr away, 8 years ago
- Loves being a librarian because it means getting to be a cheerleader for students every day



Hello from Susan!

Department Chair of Recreation, Parks and
Tourism, Radford University
svanpatt@radford.edu

- Library champion who is here with you in spirit
- Frequent visitor to our libraries' Stress Busters Petting Zoo
- Proudly encourages students to pursue bizarre research topics that test the patience of instructional librarians (Cocaine hippos, anyone?)



Introduce Yourself!



Find a picture on your phone
or something from your bag
that has meaning to you.

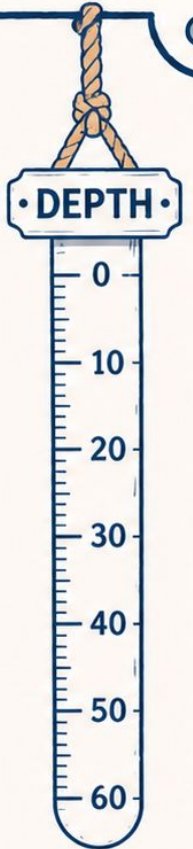


Today's Agenda



- What we did
- What we thought we'd learn vs what we actually learned
- How we reframed – and how you can too





Core Value:

**Active Learning is a
valued pedagogy for
this instruction team**





go.wm.edu/dyXq5Y





What we did



Steelcase Active Learning Center Grant Research Project

Research Methods



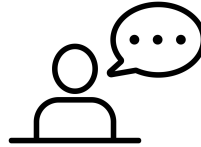
Transactional distance theory: the emotional and/or cognitive gap between instructors and learners.

10 classes: 5 in the Steelcase ALC, 5 in a control classroom (traditional computer lab)

- Non-cognitive (affective) factors
- Instructor experiences
- **Engaged learning experience**

Engaged Learning Behaviors

Adapted from: Lane, E. S., & Harris, S. E. (2015). A new tool for measuring student behavioral engagement in large university classes. *Journal of College Science Teaching*, 44(6), 83-91





Hypothesis

We are going to observe a large increase in engaged behaviors in the Steelcase ALC as compared to the control in the Traditional Classroom.



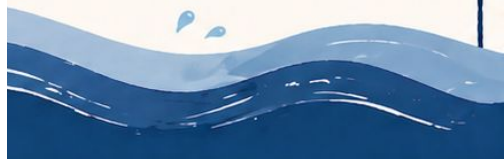
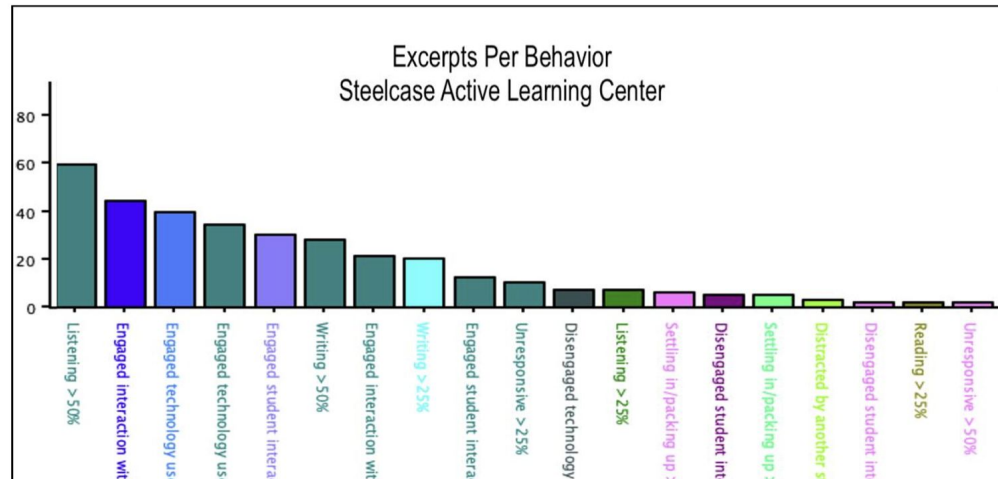
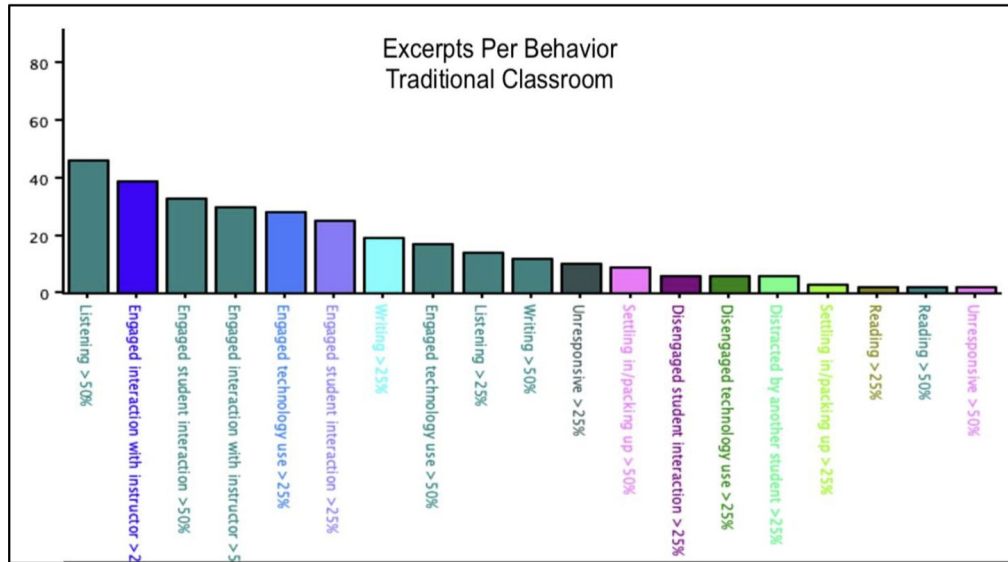


whomp-whomp

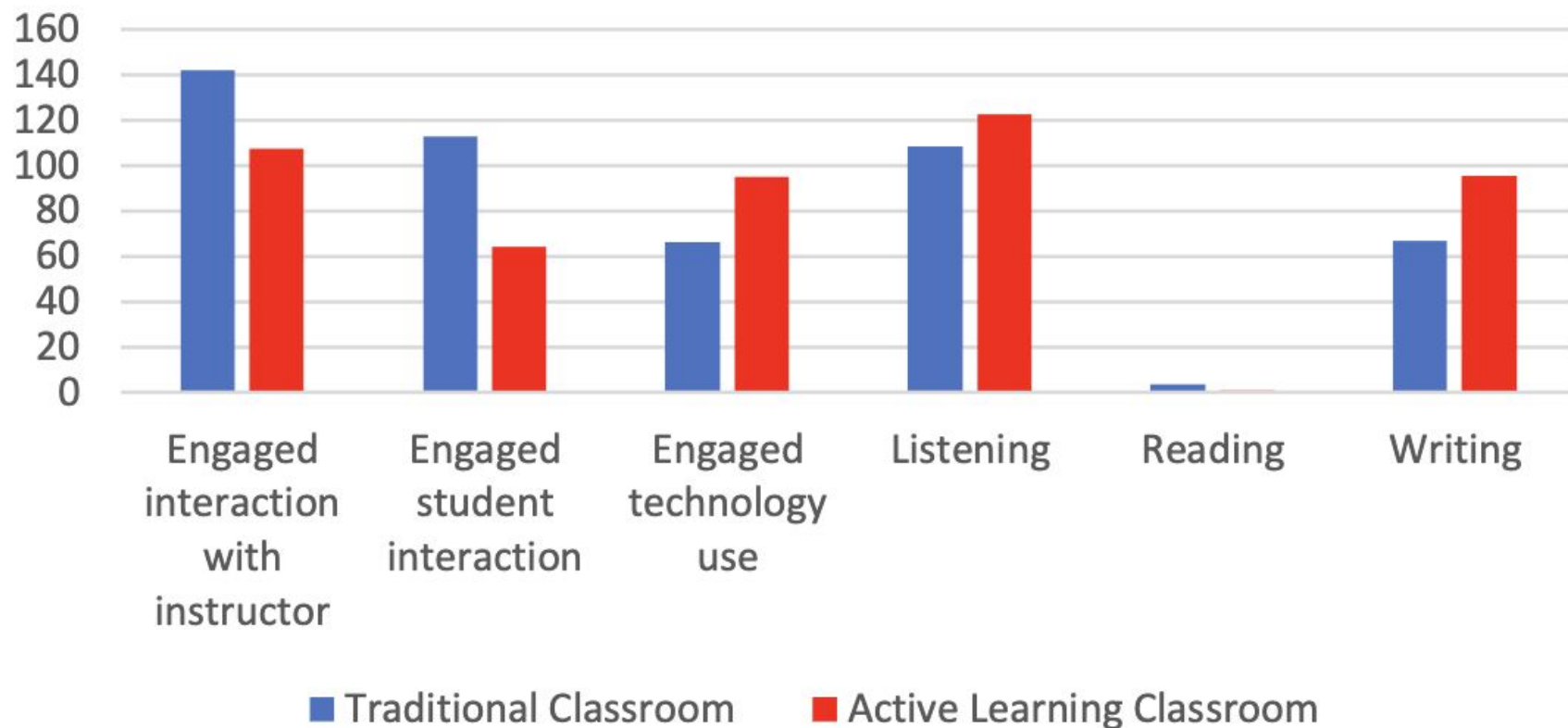
No increase in engaged behaviors from Steelcase ALC and Traditional classroom. In fact...



With thanks to coders:
Dr. Wei Lo and Eleese Cooke



Engaged Behaviors



Alyssa's Takeaway

*We have lost our way!
We need to refocus our team
on active learning pedagogy to
ensure our students learn!*



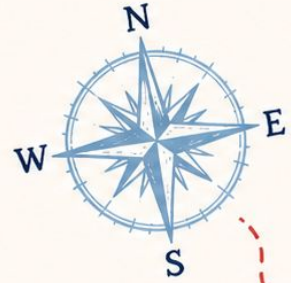
Susan's Reframing

You are expecting too much for a one-shot class. Learning is going to be limited regardless of what instructional method you use.

It's really about...



~~Active Learning~~ Pedagogies of Care



Pedagogies of Care: Strategies for Care & Connection



Active Learning as a Strategy for Care & Connection

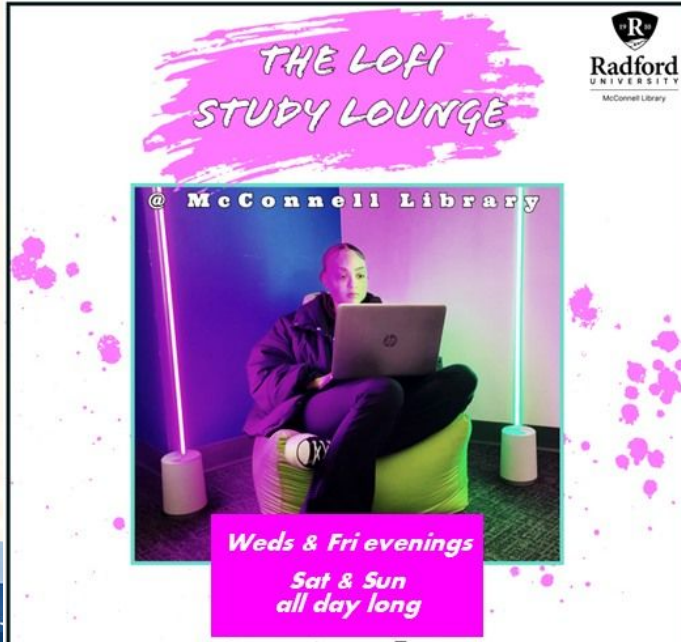


- Important way to build a collaborative learning environment
- Instructors are facilitators of learning instead of deliverers of content
- Respectful of learners' previous knowledge and experiences



(O'Connell & Ryan, 2022)

Physical Environment as a Strategy for Care & Connection



- Libraries and classrooms as welcoming spaces
- Flexible seating and surfaces for diverse learners
- Inclusive design & optimal stimulation

(LoFi Lounge - Pepper, 2025)

One-Shot Instruction as a Strategy for Care & Connection



- Radical space for trying new pedagogies and beginning a relationship with students
- Caring implies competence and access
- Learning outcome for every one-shot:
Students will recognize the library as a space of care and support

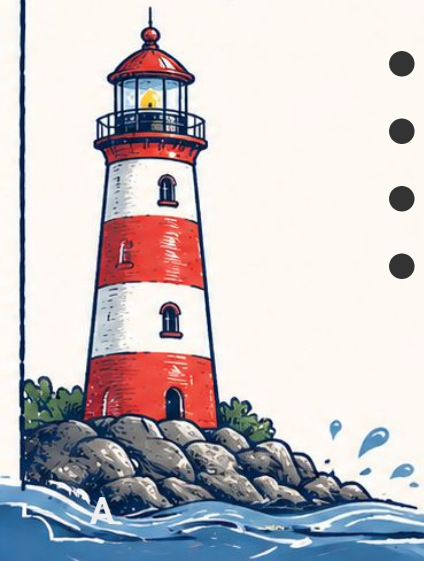


Create Opportunities for Spacious and Relational Learning

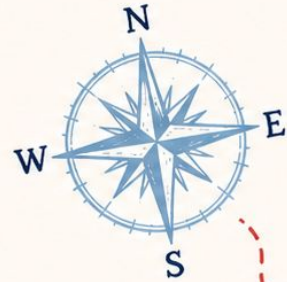
It's about taking time to reflect, really showing up, connecting with others, and building community.

- Emotional check-in
- Introductions
- Small-group discussions
- Instructor real-talk and modeling failure

(Timperley & Schick, 2026;
Arellano Douglas & Gadsby, 2022)



How to audit: Are you making space for pedagogies of care?



- Peer observation
 - Ask observer to time your lecture time vs active time (UMD's Session Timeline form may work well)
 - Ask observer to look out for engaged vs disengaged behaviors
- Record yourself teach & watch (even Dolly Parton does this!)
- Ask a trusted instructor of record you're working with for their opinion
- Reflections, assessment, & journaling
 - Don't beat yourself up!!





Discuss

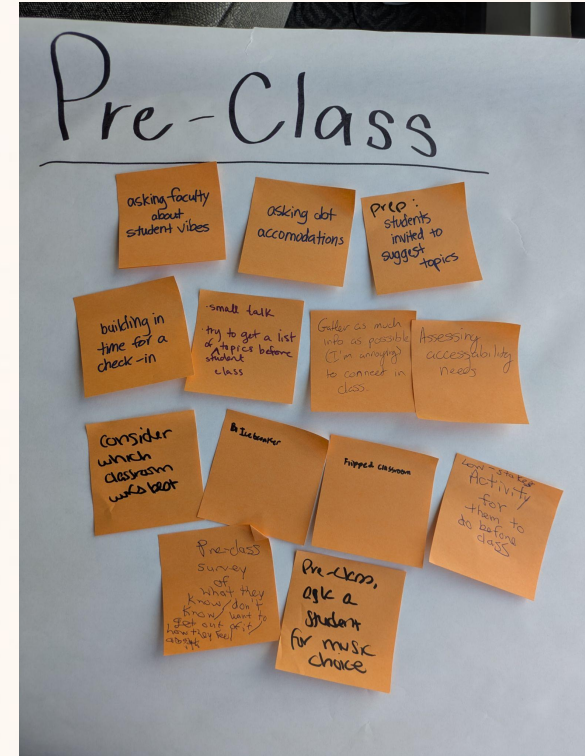
How can teaching librarians connect with students during one-shots?

1. In the pre-class/class prep phase? (orange)
2. At the beginning of class? (green)
3. Mid-class? (pink)
4. Wrapping up the class? (blue)
5. Post-class? (yellow)



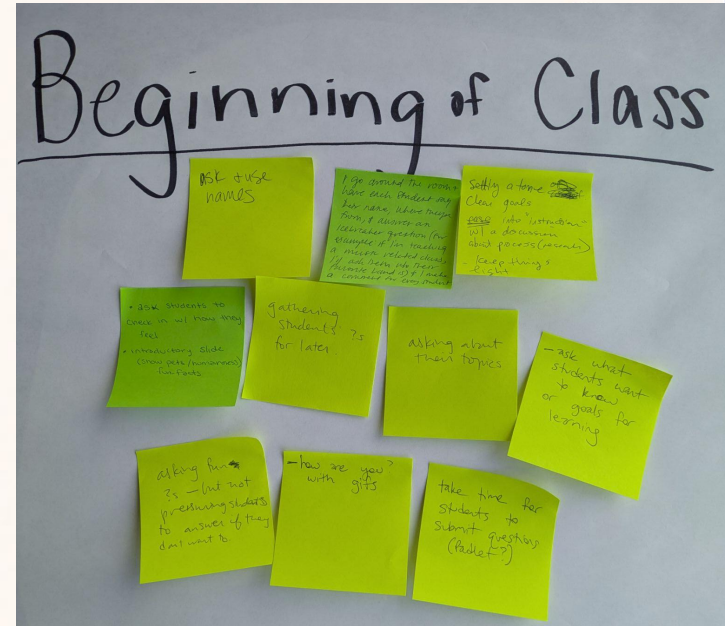
Pre-Class

- Ask faculty about student vibes
 - Presenter note: Radford team has started asking about any activities that the faculty member uses regularly that we can latch into to create continuity (e.g. reflective writing, think pair shares, etc.)
- Asking about accommodations
- Assessing accessibility needs
- I go around the room & have each student say their name, where they're from, and answer an icebreaker question (e.g. Music class, favorite band)
- Setting a tone, clear goals, ease into "instruction" with a discussion about process, keep things light
- Asking about their topics
- Gathering students questions for later
- Ask students to check in with how they feel
- Intro slide pets/humanness/fun facts
- Asking fun questions, but not pressuring students to answer if they don't want to.
- How are you? With GIFs
- Take time for students to submit questions (Padlet)



Beginning of Class

- Ask and use names
 - Presenters note: dry-erase table tents work well for one-shots!
- I go around the room & have each student say their name, where they're from, and answer an icebreaker question (e.g. Music class, favorite band)
- Setting a tone, clear goals, ease into "instruction" with a discussion about process, keep things light
- Asking about their topics
- Gathering students questions for later
- Ask students to check in with how they feel
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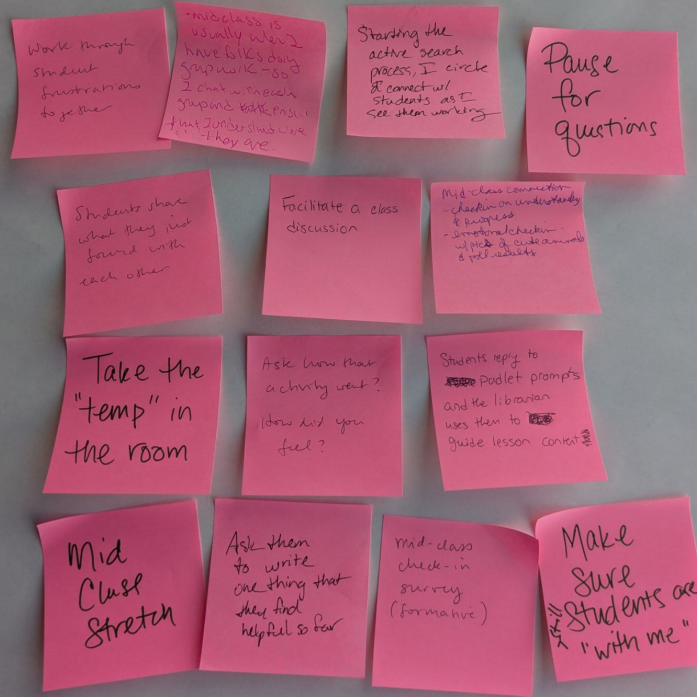


Mid-Class

- Mid-class stretch
- Students reply to Padlet prompts and the librarian uses them to guide lesson content.
- Make sure students are still "with me"
- Mid-class check-in survey (formative)
- Mid-class connection
 - Check in on understanding & progress
 - Emotional check-in w/ pics of cute animals and poll results
- Pause for questions
- Starting the active search process, I circle & connect with students as I see them working.
- Facilitate a class discussion.
- Ask them to write one thing that they've found helpful so far.
- Ask how that activity went? How did you feel?
- Midclass is usually when I have folks doing groupwork - so I chat with each group and ensure that I understand where they are.
- Students share what they just found with each other
- Work through student frustrations together

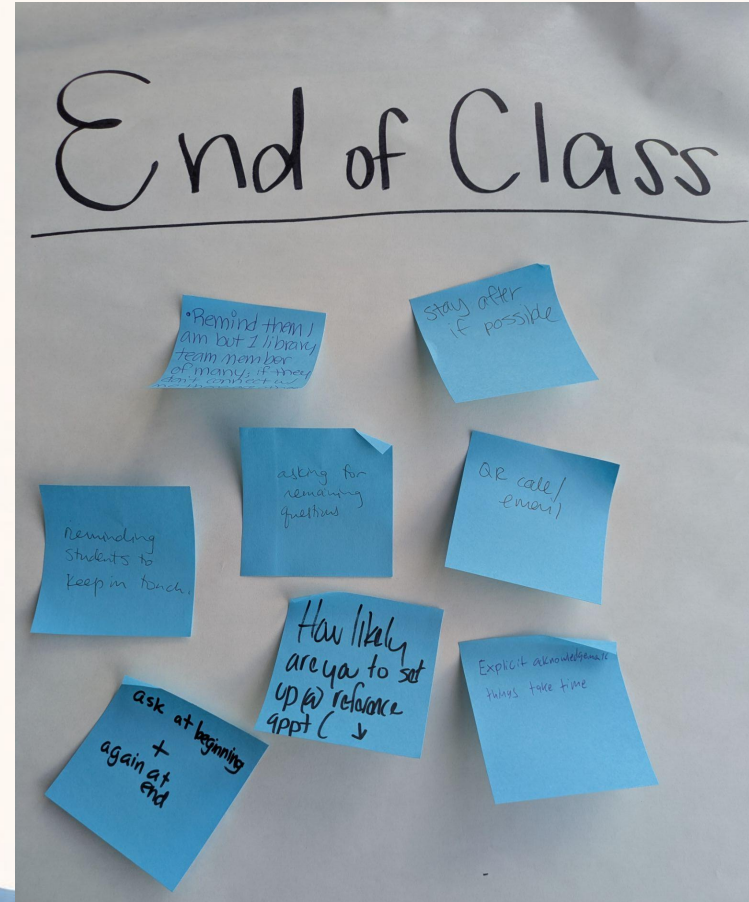


Mid-Class



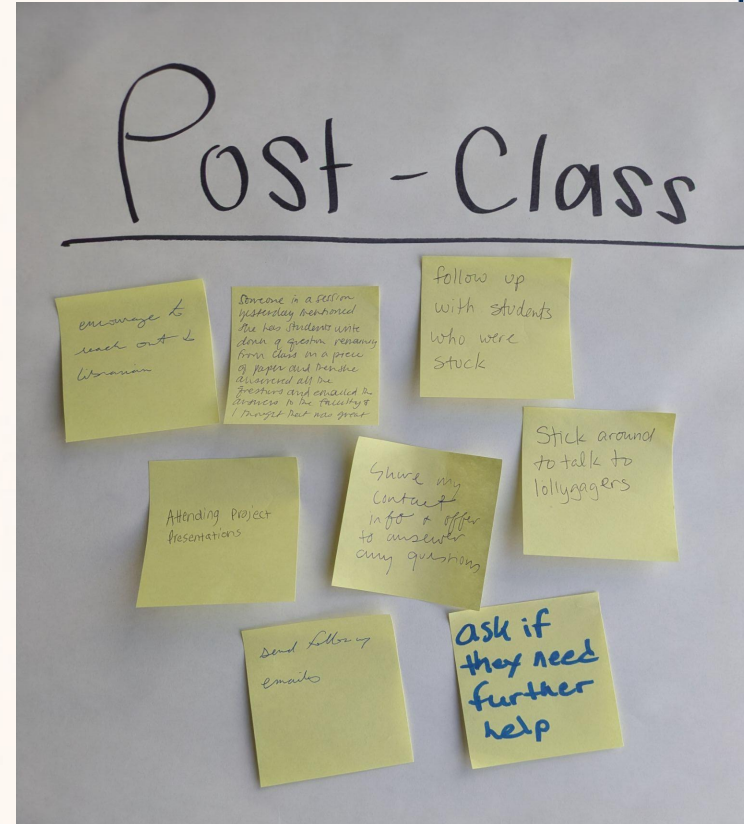
End of Class

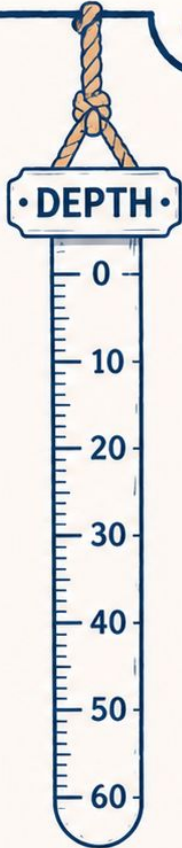
- Stay after if possible
- QR code for call/email
- Remind them that I am but 1 library team member of many: if they don't connect with me, there are others.
- Reminding students to keep in touch
- Asking for remaining questions.
- Explicit acknowledgement that things take time
- Ask at the beginning of class and at the end of class: how likely are you to set up a reference appointment.



Post Class

- Share my contact info and offer to answer any questions
- Send follow-up emails
- Encourage to reach out to librarian
- Attending project presentations
- Someone in a session yesterday mentioned she has students write down a question remaining from class on a piece of paper and then she answered all the questions, and emailed the answers to the faculty. I thought that was great!
- Stick around to talk to lollygaggers.
- Ask if they need further help
- Follow up with students who were stuck





Questions?





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Please Reach Out to Us!

- Liz Bellamy embellamy@wm.edu
- Alyssa Archer aarcher2@radford.edu
- Susan Van Patten svanpatt@radford.edu



Thank you!



A



References



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