TODAY WE WILL:

• Define crises and investigate how they impact instruction
• Identify learner and instructor needs during crisis
• Explore using information literacy instruction to strategically meet learner needs
• Examine active learning as a delivery method
• Discuss how lessons learned during crisis teaching might frame future instruction
A crisis is...

an event or situation that arises suddenly or reaches a tipping point in its severity that significantly disrupts lives and that may have long-term, harmful consequences on individuals or groups.

CRISIS TEACHING IS...
a transformation born of necessity that forces instructors to investigate, adapt, and employ new instructional strategies and educational tools in a short period of time with little training or support
A REOCCURRING THEME

Communal Crisis
- Can be local, national, or international
- Affects involved individuals
- Affects non-involved individuals based on the event's magnitude and scale or shared identities

Individual Crisis
- Personal
- Often hidden
- Affects a limited group of people
PRINCIPLES OF CRISIS TEACHING

- Be aware
- Do something
- Know your students
- Build community
- Mind the cognitive load
- Maintain mutual authentic expectations
MASLOW'S HIERARCHY OF NEEDS

PADLET INSTRUCTOR & STUDENT NEEDS

## OUR CONTEXT

<table>
<thead>
<tr>
<th>Library Instruction Sessions</th>
<th>Credit-Bearing Undergraduate Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>- By course instructor request</td>
<td>- Face-to-Face (with remote attendance option)</td>
</tr>
<tr>
<td>- Synchronous</td>
<td>- Hybrid</td>
</tr>
<tr>
<td>- Single or multiple session</td>
<td>- Synchronous &amp; asynchronous components</td>
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<tr>
<td>- Asynchronous</td>
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<tr>
<td>- Stand-alone lesson</td>
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<tr>
<td>- Video tutorials</td>
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<tr>
<td>- Research Guides</td>
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</tbody>
</table>
OUR APPROACH TO INFORMATION LITERACY

The ACRL Framework

- Addresses academic skills
- Enhanced by the
  - ISTE Standards for Students & Educators
  - AASL National School Library Standards

Real-World Connections

- Increases engagement
- Fosters 'authentic learning'
- Creates neural connections
- Engages prior knowledge and/or experiences
generally defined as *any* instructional method that *engages* students in the learning process.

Active learning:

- Builds & reinforces content knowledge or skills
- Encourages critical thinking & problem solving
- Fosters creativity
- Creates enthusiasm for learning
- Provides frequent & immediate feedback
- Builds a sense of community
- Improves interpersonal skills and self-confidence
People Experience Different Emotions from Melancholic and Grieving Music
Lindsay A. Warrenburg

Abstract
This study examines the music emotional experiences of melancholic and grieving music. The study involved a survey with a total of 120 participants. The results were analyzed using a factorial design with multiple regression analyses. The findings suggest that people experience different emotions while listening to melancholic and grieving music.

Keywords
Music, emotions, grief, melancholy, music, sadness

Introduction
Music has the ability to evoke emotions in listeners. In this study, we were interested in understanding how people experience different emotions while listening to melancholic and grieving music.

Methods
The study involved a survey with a total of 120 participants. The survey questions were designed to assess the participants' emotional experiences while listening to melancholic and grieving music.

Results
The results of the study suggest that people experience different emotions while listening to melancholic and grieving music. The findings were analyzed using a factorial design with multiple regression analyses.

Discussion
The findings of this study contribute to the understanding of how people experience different emotions while listening to melancholic and grieving music. Further research is needed to explore the mechanisms underlying these emotional experiences.

References

Need to build community
Grouping for sustained & purposeful work
Collaborative document analysis
On-the-fly Hy-Flex
ACTIVE LEARNING IN ACTION

Transition to a socially-distanced hybrid environment

Need to connect to learners’ individual prior knowledge

Need to create community between F2F and remote learners

Process drawings in a shared digital environment

Thank you for sharing your map. I could relate to the emotions you felt throughout the entire research process. I also liked how you included a picture of coffee below the word “tired.” Coffee definitely helps me stay energized as well when I’m feeling tired. Also, I was wondering what made you feel curious during this process?

Thank you for sharing your thought process. I found it interesting that your thought process is a lot like mine; however, you have drawn in finer detail. I wonder if we manage to finish assignments in the same time span as well.

Thanks for sharing! I found very interesting how we have a similar emotions when we research information. I loved your pictures too! I was wondering how do you overcome the confusion stage and reach clarity?
PADLET
MATCHING STRATEGY TO NEEDS
FRAMING FUTURE INSTRUCTIONAL PRACTICES

Shift from crisis teaching to trauma-informed teaching
- Instructor / Librarian ability to shift focus
- Continued awareness of experiences and needs
- Space for community building
- Capitalize on new skills with grace
- Set and communicate mutual high expectations
REFERENCES


Imad, Mays (2020, June 3) Seven recommendations for helping students thrive in times of trauma. Inside Higher Ed. https://www.insidehighered.com/advice/2020/06/03/seven-recommendations-helping-students-thrive-times-trauma


