ONE PIECE AT A TIME: A MODEL FOR ASYNCHRONOUS MODULAR LIBRARY INSTRUCTION

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HUNTER COLLEGE
libraries
HUNTER COLLEGE: WHO WE ARE

- Founded in 1870 as a women's college
- Part of the City University of New York (CUNY) system
- Urban, commuter school with multiple campuses
- Main campus on the Upper East Side of Manhattan
- Over 24,000 students across undergraduate and graduate programs
- 82% of undergraduates reside in the 5 boroughs of NYC
LIBR 100: A BRIEF COURSE HISTORY

• One-credit, semester-long class taught by librarians
• Focused on information literacy & basic research skills
• Multiple sections offered each Fall and Spring semester
• Prior to 2020, taught in-person or in "hybrid" model
• Designed for freshman, but many enrollees are juniors or seniors
SPRING 2020

• End of Spring 2020 – desperate times
• Summer 2020 we teamed up to address
  • Need for summer courses
  • Need for online courses
  • Need for flexibility
OUR TEAM

• Started with 2 of us
• Shared course with colleagues
• Some adapted/adopted modules for other sections
• Spring 2022 Team now includes two more folks teaching the same course
ASYNCHRONOUS, MODULAR LIBRARY INSTRUCTION: OUR REFLECTIONS
STRENGTHS AND BENEFITS

• Meeting student needs
• Offering different ways to interact with course content, with us, and with other students
• Providing flexibility for instructors
• Increased student engagement
STUDENT ENGAGEMENT

- Asynchronous group work
- Reflection assignments
- Varied assignment design
- Options for contacting instructors
- Grading methods that allow for revisions and flexibility
MODULE DESIGN
ELEMENTS

• Learning outcome(s)
• "Input" (reading, video, etc.)
• Active learning task(s)
• Reflection(s)
SAMPLE MODULE: 
THE RESEARCH PROCESS

https://lib100oer.commons.gc.cuny.edu/2022/04/12/module-2-the-research-process/
MODULE 2 RESEARCH PROCESS MAPS
I like the word ___used in her reflection, "chaotic" and would describe my own research process in the past as such. Seeing the research process broken down the way it was in this module made me see that it really is a process. I would go through the motions of thinking of the topic and gathering data, but I never viewed it as a process. To think of it as so, makes it seem manageable and not so daunting. This module has also made me realize that revision is truly a part of the process and I should take my time with it. From my peers, I've realized that creating an outline can be helpful and it is something I should definitely incorporate in order to make my writing process go smoothly.
SAMPLE MODULE:
READING STRATEGIES

https://lib100oer.commons.gc.cuny.edu/2022/05/03/module-8-reading-strategies/
WAYS TO ADAPT OR ADOPT THIS TYPE OF INSTRUCTION IN YOUR OWN LIBRARIES: ONE SHOTS
MODULES AS AN "INSTRUCTION MENU"

- Share modules and learning outcomes with faculty
- Embed into course LMS
- Use for "flipped" instruction
NUTS & BOLTS: OPTIONS FOR MODULE ASSEMBLY & DISTRIBUTION

- LMS (Blackboard, Canvas, etc.)
- Libguides
- MS Word/PowerPoint, in cloud-based applications like Google Drive or SharePoint
- Padlet or Jamboard
- Online annotation tools (e.g., hypothes.is)
- VoiceThread (proprietary)
The IBM Machine, an electrical brain through which the complex processes of registration are greatly facilitated.
BY FALL 2022

• Transition from the Blackboard LMS to the CUNY Academic Commons

• Share the course as an OER (Open Education Resource)

Course site:
https://tinyurl.com/LIB100oer
A studious scene in our Park Avenue library.
QUESTIONS?

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Course Site:
https://tinyurl.com/LIB100oer
Most images in this slideshow come from the Hunter College Archives and The Wistarion, the college's yearbook.

Slide 2

  https://www.flickr.com/photos/hunter_college_archives/5425068511/

Slide 3

  https://www.flickr.com/photos/hunter_college_archives/8414621250/

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  https://www.flickr.com/photos/hunter_college_archives/24210760243/
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Slide 10

Slide 11
• Ward, Sarah. Image of research process map, September 2018.

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