

Communities of Practice for the Advancement of Library Instruction

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<https://copali.pressbooks.sunycreate.cloud>

Agenda

Slides

1. Background
2. Structure of the Institute
3. Specific Tracks
 - a. EBP
 - b. OER / Open Pedagogy
 - c. Diverse Voices
4. COPALI take 2 implications
5. Orientation & Exploration of OER
6. Q&A and ideas



tiny.cc/loex25copali

Background

LILAC
(1, 2, 3)

Kim recruits Logan to help with the Library Instruction Leadership Academy

Logan gets a PhD

Dissertation finding that sustained PD for mid-career librarians isn't easy to find.

COPALI

Logan recruits Kim & Justina to put on a statewide PD aimed at mid-career librarians.

Structure of the Institute - Framing

Pedagogical Framing: CoP as learning theory
Informal & Self-managed



COPALI Code of Conduct:

Creating a welcoming, supportive, and comfortable space for all participants based the Critical Librarianship & Pedagogy Symposium (CLAPS) Code of conduct (shared under a CC BY-NC-SA license).

Wenger, E., McDermott, R.A., & Snyder, W. (2002). Cultivating communities of practice: A guide to managing knowledge. Harvard Business School Press. <https://worldcat.org/title/48083908>

Structure of the Institute - Schedule Overview

COPALI SCHEDULE

Kick Off (March) IN-PERSON	Introduction to the institute including workshops on universal design and culturally responsive learning/teaching.
Themes - Canvas Course (April - June) VIRTUAL	Each track broke out into its own group and ran independently from each other. Participants were expected to commit 2 hours per week to their track. Module 1: Foundations Module 2: Frameworks Module 3: Issues - specific to track Module 4: Issues 2 - Specific to Track Module 5: Collaboration Module 6: Assessment
Coming Back Together (late-June) IN-PERSON	Entire institute reunited in person to share learning across CoPs. Segments of the day's schedule employed small group jigsaw and reflection activities to situate participants in the next phase of the institute - using the summer months to plan their fall teaching. Participants began work on an action plan for Fall 2023.
Check-In Mid-August VIRTUAL	Participants submit action plans for the fall semester and provide feedback on each others' plans.
Closing Mid-November VIRTUAL	Participants posted their final projects in the learning management system and everyone was brought together virtually as a concluding activity.

Structure of the Institute - Theme Modules

COPALI SCHEDULE

Kick Off (March) IN-PERSON	Introduction to the institute including workshops on universal design and culturally responsive learning/teaching.
Themes - Canvas Course (April - June) VIRTUAL	ANATOMY OF A MODULE Week 1 Sharing readings Consuming information Doing research Week 2 Interacting Activities Reflection
Coming Back Together (late-June) IN-PERSON	Entire institute reunited in person to share learning across CoPs. Segments of the day's schedule employed small group jigsaw and reflection activities to situate participants in the next phase of the institute - using the summer months to plan their fall teaching. Participants began work on an action plan for Fall 2023.
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Track One: Evidence Based Practice

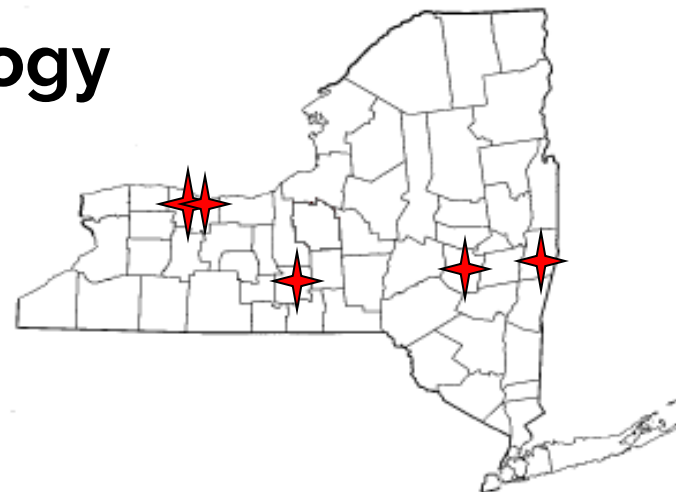
- 1) **Theoretical foundations of information science & practice theory**
- 2) **Critical examination of the ACRL Framework**
- 3) **Building personal knowledge about theories of information behavior (x2)**
- 4) **Theories of successful collaboration**
- 5) **Authentic assessment in the real world**



Track Two: OER & Open Pedagogy

Module Topics

Foundations
Frameworks
Issues: Outreach & Advocacy
Issues: Building a joint OER
Collaboration
Assessment

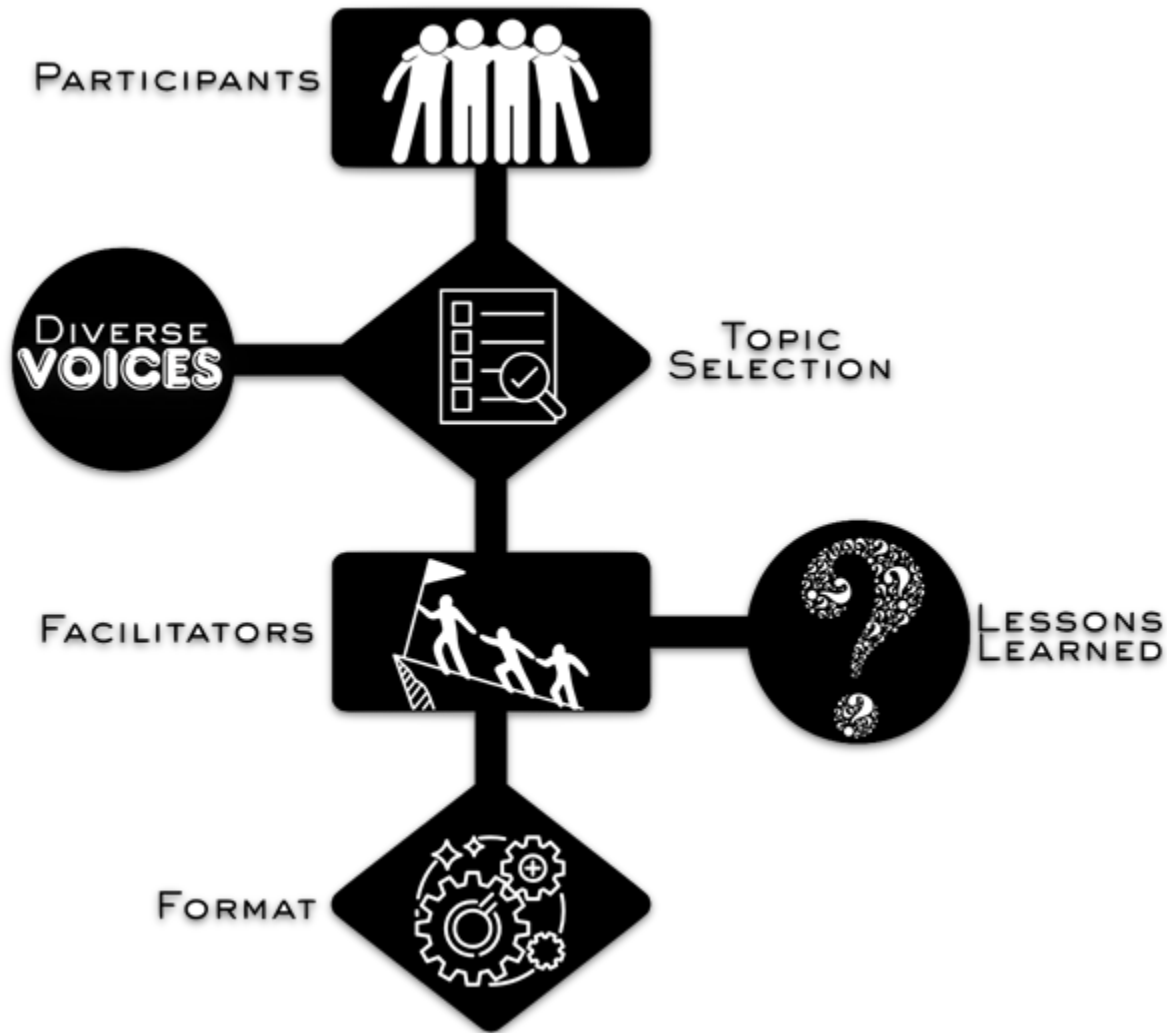


D1. Becoming familiar with OER		
Abilities	Capabilities	Informative resources/examples
D1.1 Distinguish an OER from another resource	1. Define an OER in your own words	<p>Adding Abbey Elder's playlist here but her videos can hit many of the capabilities below</p> <p>Elder's OER Starter Kit also has great overview/definition information and is targeted to educators: Elder, A.K. (2019). The OER starter kit. Ames, IA: Iowa State University Digital Press. DOI: https://doi.org/10.31274/isudp.7</p> <p>Are OER and OA the same thing?</p> <p>I like the definition of OER's in Ch. 1 of this book on OER's and social justice, because it also includes the</p>

Track Three: Diverse Voices

Module Topics

Foundations
Frameworks
Issues: DEI
Issues: Citation Politics/Ethics
Collaboration
Assessment



Participant Feedback

Positive peer-pressure was useful for staying on task and actually accomplishing goals.

The small group sizes helped us stay accountable and on task. Any more than 8-10 people is too many

The fact that my supervisor knew I was doing this kept me accountable.

Let's do it again!

When is the next COPALI?

Coming together at the end of the institute was great. Many opportunities don't have the follow through this did.

I can't believe it's over!

Jigsawing at the end helped us put content from all three tracks together.

The in person events were important for getting to know each other.

THANK YOU

I've never participated in anything like this before and it was great!

Lessons Learned / Tips for reuse

1. An institute like this WAS needed!
2. Find a small community to run a program like this - our trio became our own CoP, each with individual expertise
3. Trust in your organizational partners is essential
4. Think about trends happening in library instruction and where more learning is needed, e.g. AI literacy
5. Find authentic reasons to practice with each other; collaborative projects can help you bond and learn while doing as a group
6. Member engagement is key - must create structure to foster reconnection post-institute

OER Navigation

COPALI .
PRESSBOOKS .
SUNYCREATE .
CLOUD



Open Conversation - Starting Point

1. What topics would you include if you wanted to craft your own COPALI?
2. What help would you need to get started with creating a remix of COPALI?
3. What questions do you have for us?

Keep in touch with us

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