

# One Size Does Not Fit All: designing library instruction for scalability

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# Background

**Librarians often find ourselves teaching similar content across different modalities for different learners and at different levels of expertise.**

Do any of the following resonate?

- Too many instruction requests (Or too few? Or somehow both?)
- Inconsistent engagement with library content across departments
- Limited time and resources for instruction
- Every session duplicates introductory information

# Designing for Scalability

We will apply these tips:

- Start with what you already have (do not reinvent the wheel).
- Be intentional in identifying and meeting learning objectives (every class should serve a purpose).
- Know your priorities and be ready to communicate them.

# Session outline

- **2 case reports** ~ 10 minutes
  - What's changing?
  - Resources and needs
  - How's it going?
- **Activity** ~ 20 minutes
- **Discussion** ~ 10 minutes



Created by Cuputo  
from Noun Project

# From graduate to undergraduate: evaluating the evidence

Juliana Magro



# Context

- **The request:**
  - To teach a class on evaluating the quality of research articles
  - Part of a dentistry pipeline initiative designed for college students and graduating high school seniors
  - One of the main goals of this program is to motivate students from various backgrounds to continue their education or embark on careers in research in oral health
- **We already had content from a curriculum-embedded, mandatory course for medical students**
- **How could we reuse the content we already had while focusing on the knowledge and needs of the visiting students?**

# What's Changing?

	Current instruction offering	New instruction offering
<b>Audience</b>	First-year medical students (~100 students)	Visiting high school/college students (~10 students)
<b>Location</b>	School of Medicine	Summer Research in Oral Health Program
<b>Modality</b>	Asynchronous + Flipped classroom, curriculum-embedded	One-shot

## Goal

To adapt an article assessment workshop to a different setting, different school, different audience!

# Modifications needed

- **Pre-work content into in-class content:**
  - Introduction to article quality assessment
  - The importance of assessing the quality of studies
  - Study design/methodology basics
- **Quick exercise identifying study designs**
  - Created fictitious examples (simplicity)
- **Appraisal exercise**
  - Split the class into two
  - Used a modified (simpler and shorter) checklist
  - Highlighted the relevant paragraphs in the study
  - Half appraised a low-quality study
  - Half appraised a high-quality one

Oral health examples for everything!



# How did it go?

## What worked well

- The session was well received: students mentioned, as the class was wrapping up, that they always trusted what they read in studies, and it was eye-opening to see that there could be issues that could compromise the validity of results.
- Goals were met.

## What I would change

- I could have done more to introduce the concept of bias in research.
- Going to the school and classroom before class would have made it easier.



**From a full semester course to a 1-hour webinar:**

**Getting Started with Systematic Reviews**

Gregory Laynor

NYU Langone Health



# Context

- **Meeting the demand for evidence synthesis**
  - Many requests for systematic reviews and other evidence synthesis projects.
  - Most requests are from library users with little if any training in evidence synthesis methods.
  - Much confusion about the different requirements of "systematic search" vs "literature review" vs "systematic review."
- **We already had content from a curriculum-embedded, full semester systematic review methods course for graduate students**
- **How could we reuse the content we already had while focusing on the knowledge and needs of a more general audience?**

# What's Changing?

	Current instruction offering	New instruction offering
<b>Audience</b>	PhD students in population health and epidemiology	Anyone at the institution
<b>Location</b>	NYU Grossman School of Medicine, Department of Population Health	Anywhere
<b>Modality</b>	In-person 3 credit class	Synchronous webinar; slide deck and accompanying LibGuide available asynchronously
<b>Access limitations</b>	Students registered for the course	
<b>Duration/Time</b>	14 week course, 3 hours per week	1 hour

# Modifications needed

- **Clarifying terms for a broad audience**
  - Systematic review vs literature review.
  - Systematic review vs systematic search.
- **Scaling to essentials**
  - Matching research purpose to method.
  - Highlighting the importance of a protocol.
- **Equipping participants with starting points**
  - Providing a roadmap of the systematic review process (outlining in 30 mins what students would learn over a semester).
  - LibGuide organized in order of the steps of the systematic review process.

# How is it going?

## What worked well

- Session has been taught monthly since October 2023 (340 registrations, 174 attendees).
- Majority of participants who responded to survey said the level of the session was “just right.”

## What I would change

- Participants have requested further instruction on steps in the review process.
- Adapt more course content for accompanying LibGuide to address steps of the review process in more detail.

# Activity

# Activity – 20 minutes

Identify a class or other instruction offering you are planning to modify for a new purpose, audience, or setting.

- What are you changing?
- What is the rationale for change?
- What resources do you have?
- What resources do you need?

# Examples

Identify a class or other instruction offering you are planning to modify for a new purpose, audience, or setting.

- Intro -> Advanced class
- Synchronous -> Asynchronous
- Orientation for a new group
- Session for students -> Train the trainer
- General audience -> Specific audience
- Stand-alone -> Course integrated

Worksheet: <https://bit.ly/LOEXScale>



# Discussion

1. What is the most impactful area of change, and what will you need to focus on to make it successful?
2. What areas can stay the same, or mostly the same? (What needs less attention?)
3. Which area might be the most problematic, or give you the biggest concern? How could you get help in that area?

# Considerations for Instruction Coordinators

- Where do your instruction offerings overlap? Are there resources that can be shared?
- Where is distinction between instruction offerings important? What special attention is needed for these areas?
- How can you foster communication across instructors to avoid duplication and address gaps?
- What policies do you have in place to manage instruction materials and classes?

# Further Resources

## Education Toolkits:

- [Understanding by Design Framework](#) (Association for Supervision & Curriculum Development, 2012)
- [Universal Design for Learning](#) (CAST, 2018)
- [Toolkit for Mapping Learning](#) (National Institute for Learning Outcomes Assessment, 2018)

## References:

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