Learning outcomes:
1. Attendees will identify personal experiences suitable for adaptation into an educational story.
2. Attendees will apply traditional story elements to their experiences in order to create the foundation of an educational story.

Exercise 1: Identify anecdotes

Need some help jogging your memory? Consider these questions:
1. The first time you wrote a research paper?
2. A time when a professor came down on you about a mistake?
3. The moment when you realized what a library can do for you?
4. A time you were caught/got away with plagiarizing?
5. A time when you gave up too soon / were tempted to give up but didn’t?
6. A time when you changed your mind because of research?
7. A time when you ignored research and it came back to bite you?
8. A time when you sought help / didn’t seek help?
9. A moment of serendipity while conducting research?
Exercise 2: Connect anecdote with dispositions

Authority Is Constructed and Contextual

- Develop and maintain an open mind when encountering varied and sometimes conflicting perspectives
- Motivate themselves to find authoritative sources, recognizing that authority may be conferred or manifested in unexpected ways
- Develop awareness of the importance of assessing content with a skeptical stance and with a self-awareness of their own biases and worldview
- Question traditional notions of granting authority and recognize the value of diverse ideas and worldviews
- Are conscious that maintaining these attitudes and actions requires frequent self-evaluation

Information Creation as a Process

- Are inclined to seek out characteristics of information products that indicate the underlying creation process
- Value the process of matching an information need with an appropriate product
- Accept that the creation of information may begin initially through communicating in a range of formats or modes
- Accept the ambiguity surrounding the potential value of information creation expressed in emerging formats or modes
- Resist the tendency to equate format with the underlying creation process
- Understand that different methods of information dissemination with different purposes are available for their use

Information Has Value

- Respect the original ideas of others
- Value the skills, time, and effort needed to produce knowledge
- See themselves as contributors to the information marketplace rather than only consumers of it
- Are inclined to examine their own information privilege

Research as Inquiry

- Consider research as open-ended exploration and engagement with information
- Appreciate that a question may appear to be simple but still disruptive and important to research
- Value intellectual curiosity in developing questions and learning new investigative methods
- Maintain an open mind and a critical stance
- Value persistence, adaptability, and flexibility and recognize that ambiguity can benefit the research process
- Seek multiple perspectives during information gathering and assessment
- Seek appropriate help when needed
- Demonstrate intellectual humility (i.e., recognize their own intellectual or experiential limitations)

Scholarship as Conversation

- Recognize they are often entering into an ongoing scholarly conversation and not a finished conversation
- Seek out conversations taking place in their research area
- See themselves as contributors to scholarship rather than only consumers of it
- Recognize that scholarly conversations take place in various venues
- Suspend judgment on the value of a particular piece of scholarship until the larger context for the scholarly conversation is better understood
- Understand the responsibility that comes with entering the conversation through participatory channels
- Value user-generated content and evaluate contributions made by others
- Recognize that systems privilege authorities and that not having a fluency in the language and process of a discipline disempowers their ability to participate and engage

Searching as Strategic Exploration

- Exhibit mental flexibility and creativity
- Understand that first attempts at searching do not always produce adequate results
- Realize that information sources vary greatly in content and format and have varying relevance and value, depending on the needs and nature of the search
- Seek guidance from experts, such as librarians, researchers, and professionals
- Recognize the value of browsing and other serendipitous methods of information gathering
- Persist in the face of search challenges, and know when enough information completes the information task
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**Exercise 3**

- Exposition: can you oversee or understand any aspect of the story for resolution?
- silhouette: is there a place in the story where you could insert a dramatic pause?
- sensory language: how did something important feel, taste, smell, look?
- inner dialogue: what did you or other characters think?
- outer dialogue: what did you and other characters say?

**Exercise 4**
Next Steps:

1. Write out the entire story. Try to make it less than one page, single-spaced.
2. Read it out loud and revise it so it sounds natural. Do this at least three times.
3. Break the story into prompts and practice until you have it memorized. Twice a day for ten days should do it.
4. Get feedback, especially about parts you can cut or trim. Figure out how short it can be and still have an emotional impact. Ideally, get feedback from a single person you trust, or a sample of the audience you plan on using it with.
5. Assess the effect this has on your students. How did it influence their thoughts or feelings? What effect did it have on their experience in the library classroom? For example, you could have students write minute response papers at the end of class.

Further Reading:


Link to video about story and memory: https://vimeo.com/125750964