When Faculty Give You Lemons

Using the Frames to Revolutionize the “Library Visit”

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Changing the Message

• Use the Framework, and your political savvy, to communicate confidently with faculty about IL instruction in the classroom.

• Use the Framework to design impactful activities that introduce and reinforce IL competencies and habits of mind.
Scenario

Students have a research paper.

Can the librarian:
• Show them the database?
• Teach them information literacy?
• And give a tour?
First Group Activity: Respond to Prof. Harvard

Work as a table to craft an email response.

• Try to get more information.
  – Ask good questions, yet be succinct and diplomatic.
• Clarify what the library does in IL sessions.

The goal is to get more assignment information while making an elevator pitch for the IL program.

Correct one piece of misinformation:

• Oh, so you’ve been teaching a lot? Like an adjunct?
• Show them how to use the database.
• Don’t use the internet!
• Best to meet first week of class.
• Make sure they have a tour.

Or, choose your own....
Dear Kevin,
Thanks so much for your reply and for telling me more about the library’s information technology program. Here is the information you requested....
Did you use at least two of these?

- Information literacy
- Concepts
- Standards
- Habits of mind
- Learning objectives / outcomes
- Curriculum/curricular
- Pedagogy
- Inquiry
- Scaffold
- Critical thinking
- Threshold concepts
- Active learning
- Point of need
- Competency/-ies
- Engagement/engage
Frame Decoder

Authority Is Constructed and Contextual
Information Creation as a Process
Information Has Value
Research as Inquiry
Scholarship as Conversation
Searching as Strategic Exploration
Second Group Activity: Design an Instruction Activity

• Using the details provided by Professor Harvard and your assigned frame, design one IL activity for an instruction session.

• You do not need to design an entire lesson plan, just one 10-minute IL activity to use in class.

• Make it active and be sure you can explain how the activity relates to the students’ assignment.
Reflection: Moving Forward

• How do you build on this positive experience?

• How do you advocate for stronger collaboration moving forward?

• How has the message changed?