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# Instructional Design for Librarians

**How a Professional Development Workshop Fosters  
Departmental Community**



# Topics for today

- Structure of Research & Instructional Services
- Culture/situation emerging from pandemic
- All-department conversation about instruction
- Workshop planning process
- All-department workshop on instructional design
- What's next

# Research & Instructional Services

- Campus locations:
  - Davis Library
  - Branch libraries
- Primary services:
  - Library instruction sessions
  - Research consultations
  - Subject specialization

# Existing Situation (“post”-pandemic)

Department reorganization → librarians scattered across campus

Individualized hybrid work schedules

Expressed desire for instruction-related guidance and mentoring

So... we proposed a departmental professional development workshop

# Aims for the Workshop

1. Begin building & renewing departmental training culture
2. Gather departmental colleagues together to reconnect “post”-pandemic

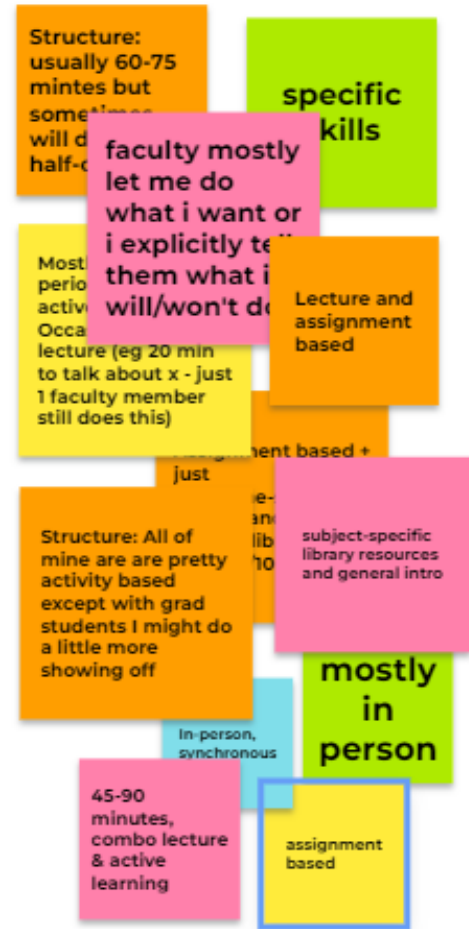


**But first, assessment**

# Our current instructional practice

- Single “one-shot” sessions
- Course-related, assignment based
- Posed 4 key questions to librarians
  - What kind of instruction requests are you getting (content, format and structure)?
  - What was the best instruction session you had in the past year and what worked well?
  - What was your least favorite instruction session in the past year and what do you wish had been different?
  - What do you see students struggling with the most?

What kind of instruction requests are you getting (content, format and structure)?



What was the best instruction session you had in the past year and what worked well?



What was your least favorite instruction session in the past year and what do you wish had been different?







# Planning Process

May 9

Aug 17

dept meeting  
what type of training  
do people want?  
what are their needs?  
wants? areas for  
improvement? topics  
of interest?

FD workshops  
1-4pm  
1.5 hrs content  
1 hr work &  
collab time  
10 min break  
20 min buffer

Goal/Purpose as discussed at JS+AB

For Davis R+L3 librarians to learn +  
apply principles of backwards design  
to single-session library instruction.  
For Davis R+L3 librarians to use a shared  
lesson plan template to describe 1 class  
in enough detail that a non-specialist  
can feel confident + effectively teach  
the class.

- Then:
- segments of workshop
    - lecture content
    - model/example process
    - working on own class
    - reflection
    - post assessment
  - divide facilitation roles
    - lecture, diff. learning activities,  
discussion + reflection

Workshop To Do's:

- create learning materials
- write post/assessment questions  
(include what do we want/need next)

My thoughts are:

- Backwards design
- TILT  
do these meet the  
need(s)?

Ask J+J:

- familiarise w/ these 2 things
- good ideas?
- what learning activities/  
process would help you?
- ★ • proof of concept?  
to model the process one or both  
do the TILT lesson plan thing +  
have a really recent example of  
doing this work to share ★

After May 9:

- meet to discuss needs
- what is the single most  
important topic and/or  
felt/perceived need to arise  
from the meeting?
- how does this relate to what we  
could reasonably accomplish in  
a short 3 hr thing?

# Planning Timeline

May 9<sup>th</sup>: Departmental Conversation

Learning Phase: instructional design models

Design Phase: apply models to plan workshop

August 17<sup>th</sup>: Instructional Design Workshop



# The Workshop

# Workshop Objectives

- Describe instructional design principles for the Backwards Design approach/model.
- Apply principles to design a single library/research instruction session.
- Create a transparent (TILT) lesson plan that permits both students and other instructors to understand how and why a lesson is put together.

# Core Ideas

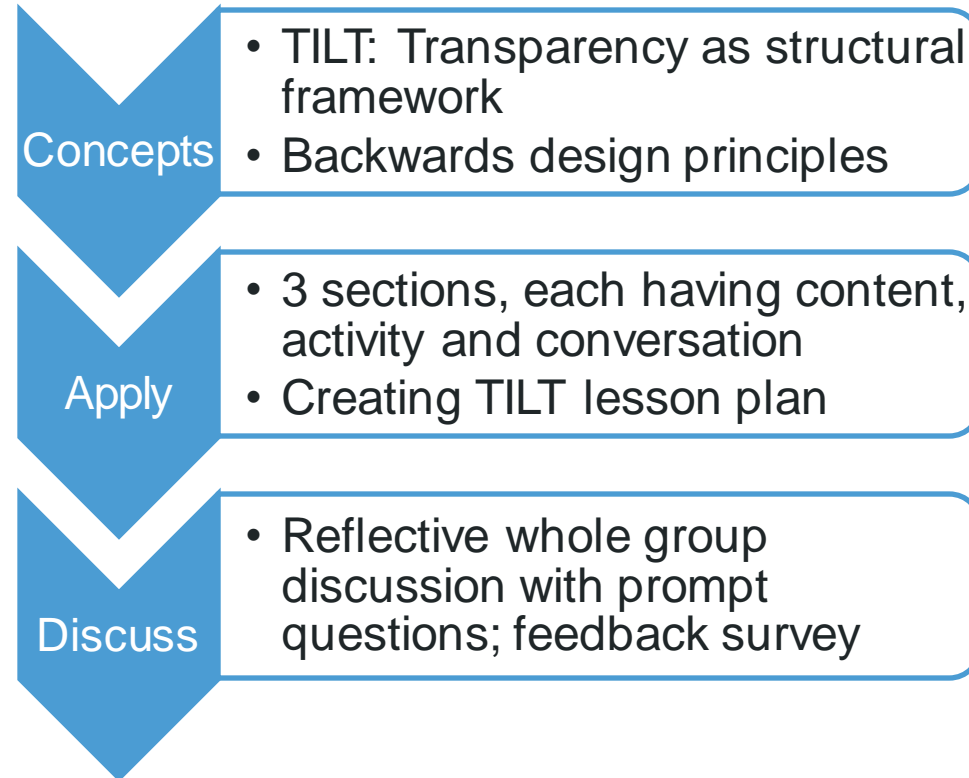
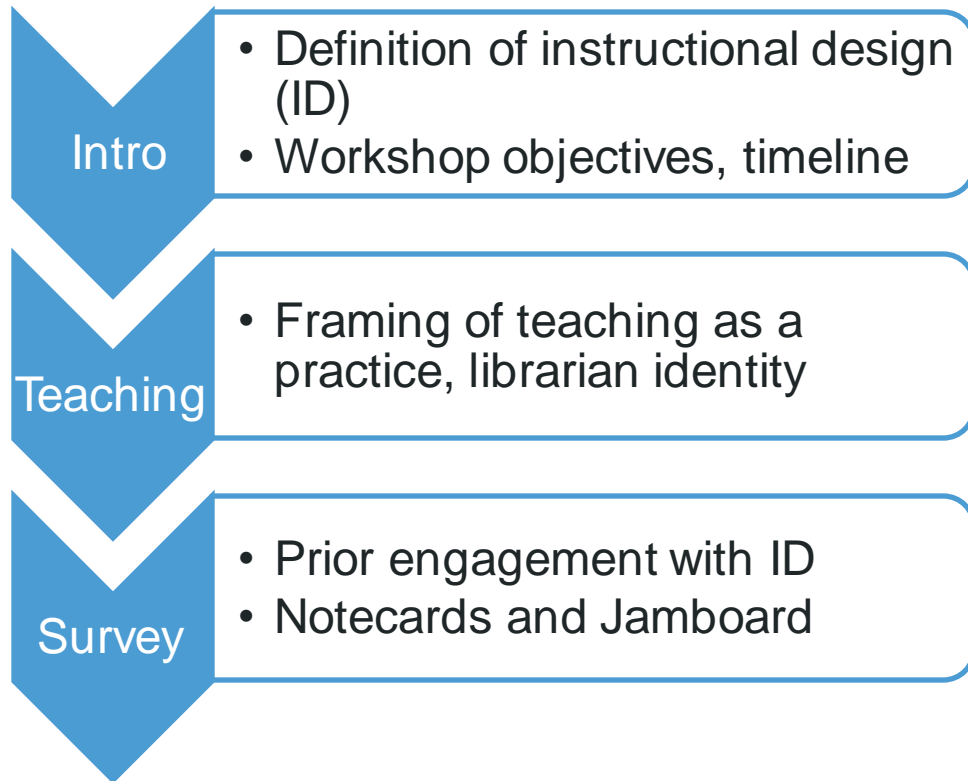
- TILT: Transparency in Learning and Teaching
  - Transparency = communicating purpose and components of learning
  - Three components: Purpose, Task, Criteria
- Backwards Design
  - Benefits for library instruction = focused, transparency
  - Three principles:
    1. Identify desired results
    2. Determine acceptable evidence
    3. Plan learning activities and instruction

# Materials

- Group worktables
- Slideshow, Pen & paper
- Lesson plan template
- Examples of workshop steps' applications
- Bloom's taxonomy wheel
- Notecards & Jamboard
- Feedback survey



# Structure





# Scaffolding Content

Divided by three principles of Backwards Design tied to TILT, each subsection completing and discussing a section of the participant's TILT lesson plan

1. Identify desired results / Purpose
  2. Determine acceptable evidence / Criteria
  3. Plan learning experiences and instruction / Task
- Reflective group discussion

# Workshop Outcomes

- Participants completed individual TILT lesson templates for a library instruction session of their choice
- Positive survey feedback
- Increased connectedness in the department

# What's Next

# The Future

- Continued professional development on this topic
- Mid-year departmental check-in scheduled for early December
  - What, if anything, from the workshop did you implement this semester?
  - What worked?
  - What didn't work?
  - What might you change for next semester?
- Ongoing collaborative conversations

# Questions?

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