

LSSSSTeaching Challenge Curriculum

(Learning & Student Success Strategic Steering Team, [Temple University Libraries](#))

Kickoff Discussion

Before beginning the challenge, take a moment to reflect on your teaching practice. Review ACRL's [Roles and Strengths of Teaching Librarians](#). Then, share with your fellow challenge participants what you're hoping to accomplish this month! Please write an introductory discussion post, responding to one of the prompts below:

1. Make a list of skills you need to be a good teacher. In which of these skills are you the strongest? Identify at least one skill you wish to further develop.
2. Think about the teaching you currently do. What is working well, and what could use a refresh? Share why you're excited about participating in the LSSSST challenge.



Week 1 -- Understand

Bloom's Taxonomy Level: Understand

This Week's Theme: Introduction to Teaching

Required Reading: Lewitzky, R. A. (2020) Educating, learning, and growing: A review of the teaching role in academic librarianship. *College & Undergraduate Libraries*, 27(1), 32-40, DOI: 10.1080/10691316.2020.1714526

Week 1 Reflection Discussion Prompt:

This article states, "While the teaching persona [identity] of academic librarians is often internalized, it can determine the success of an academic librarians' professional career path." How were you prepared to teach as a librarian? How did that shape your teaching persona? After reading this article, in what ways do you think you need support to grow your teaching persona?

Share your thoughts in the Week 1 Reflection discussion board.

Week 1 Activities: Select one activity from the list below. Share your thoughts about the activity in the Week 1 Activities discussion board.

1. Attend a webinar, workshop or conference related to teaching (or refer to notes from something you attended this past year) and post a key takeaway or your notes in the LSSSST discussion board.
2. Investigate [one new tool](#) to use in instruction. Post a summary or key takeaway on the discussion board.
3. Find one article, podcast, blog post or another item on teaching or learning. It's okay if it's not directed at librarianship. Post a link to the item as well as a summary or key takeaway from this artifact.

Response: Be sure to respond to at least one peer in one of this week's discussion boards.

Optional Readings

Farkas, M. The Ballad of the Sad Instruction Librarian. *Information Wants to Be Free*.

<https://meredith.wolfwater.com/wordpress/2017/10/11/the-ballad-of-the-sad-instruction-librarian/>

Who Are You in the Classroom?: An Exploration of Academic Librarians' Teaching Personas -- Elena Azadbakht (*University of Nevada, Reno*) [Presentation](#)



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Week 2 -- Apply

Bloom's Taxonomy Level: Apply

This Week's Theme: Inclusive Teaching

Required Reading: Roth, A., Singh, G., Turnbow, D. (2021). Equitable but Not Diverse: Universal Design for Learning is Not Enough. *In the Library with the Lead Pipe*.

<https://www.inthelibrarywiththeleadpipe.org/2021/equitable-but-not-diverse/>

Week 2 Reflection Discussion Prompt:

Our readings this week provide several potential focus areas for making your instruction more inclusive. What is one thing you will commit to doing in your future teaching and/or creation of learning materials, in order to better reach all learners?

Share your thoughts in the Week 2 Reflection discussion board.

Week 2 Activities: Select one activity from the list below. Share your thoughts about the activity in the Week 2 Activities discussion board.

1. Consider accessibility in your teaching materials. One easy thing to do is add alt-text to images in your slides. Add alt-text to all of the images in one of your slideshows.
2. Check one of your courses or subject LibGuides with an eye for accessibility. Refer to [this Springshare page](#) with accessibility tips.
3. Review any examples you refer to in your teaching materials, including LibGuides. Examine whose voices are being represented. Consider updating your materials with new examples that might have greater resonance with our diverse student body.

Response: Be sure to respond to at least one peer in one of this week's discussion boards.

Optional Readings

[Antiracist Pedagogy in the Information Literacy Classroom: Techniques to Foster Transformative Learning](#) (LOEX 2017 handout)

Foster, Elizabeth. "Cultural Competence in Library Instruction: A Reflective Practice Approach." *portal: Libraries and the Academy*, 18(3), 2018, p. 575-593. Project MUSE, <https://doi-org.libproxy.temple.edu/10.1353/pla.2018.0034>

[Using LibGuides to support racial justice & create inclusive communities](#) (Twanna Hodge, via Springshare)



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[Creating Inclusive Classrooms](#) (University of Michigan)

[Diversity and Inclusion in the Classroom](#) (CAT handout)



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Week 3 -- Analyze

Bloom's Taxonomy Level: Analyze

This week's theme: Partnerships

Required reading:

Nalani & Carr. (2013, Feb 15). Not at your service: building genuine faculty-librarian partnerships. *Reference Services Review*, 41(1), 80-90.

Week 3 Reflection discussion prompt:

In the Week 3 Reflection discussion board, share a SWOT (Strengths, Weaknesses, Opportunities, Threats) analysis on your instructional partnerships if you are comfortable doing so. Or, point out one thing that you learned or will do as a result of thinking through a SWOT analysis.

1. First, define your instructional partnerships. Who do you work with on teaching?
2. Strengths: Analyze your teaching partnerships. Which of your current partnerships offer, or approach, genuine partnership? Consider programs, courses, drop-in workshops, and other relevant contexts where such partnerships might bear fruit.
3. Weaknesses: Where have you struggled to form genuine teaching partnerships?
4. Opportunities: Do a scan of the programs or groups you work with. Where do you see opportunities to better integrate with or collaborate with colleagues within these programs or groups?
5. Threats: What are the reasons you may not have partnerships with certain groups, courses, programs, etc.? Why are they not seeking library partnerships?

Week 3 Activities: Select one activity from the list below. Share your thoughts about the activity in the Week 3 Activities discussion board.

1. Reflect on one instructional session.
 - a. Define the situation: the class, the program it is in, what you were asked to cover, what you planned and went over, how students/the audience reacted during the session.
 - b. What went well?
 - c. What did not go so well?
 - d. What will you do differently next time? Especially consider whether you might seek--or offer--a different kind of collaboration or support.



2. Ask a peer to review a session or a recording and offer to do the same for them if they would like. Refer to [this handout and rubric](#) to evaluate the session. (The Ohio State University, University Libraries, "Checklist of Procedures for Peer Review of Librarian's Class.")

Response: Be sure to respond to at least one peer in one of this week's discussion boards.

Optional Readings

Diaz, J. O. & Mandernach, M. A. (2017). Relationship building one step at a time: Case studies of successful faculty-librarian partnerships. *Portal*, 17(2), 273-282.

Burress, T. & Rowell, C. J. (2017). Project management for digital projects with collaborators beyond the library. *College & Undergraduate Libraries*, 24(2-4), 300-321

Inzerilla, T. (2017). "Teaching Faculty Collaborating With Academic Librarians: Developing Partnerships to Embed Information Literacy (Chapter 5)." *Media and Information Literacy in Higher Education*, 67-88



Week 4 -- Create

Bloom's Taxonomy Level: Create

This Week's Theme: Articulating Your Values

Required Readings: This week, we've included a number of resources on writing your teaching philosophy. Please feel free to skim them.

Library-specific resources

- [Why Do You Teach?](#) (Veronica Arellano Douglas blog post, 2017)
- [Reflections on the Job Hunt: Writing a Teaching Philosophy](#) (ACRLog blog post, 2015)

General resources on teaching philosophies

- [University of Minnesota](#)
- [Cornell University](#)
- [Vanderbilt University](#)

Week 4 Reflection Discussion Prompt:

Our activities this week challenged you to reflect on your own teaching practice, and/or create something new. What is one revelation or new idea that came up for you during the creation process? What will you commit to putting into practice moving forward, based on the values you described in your philosophy, or the learning activities you created?

Week 4 Activities:

This week, we encourage you to write and share your own teaching philosophy. Please see the full prompt (and alternative options) on the Week 4 Activities page.

This week, we strongly encourage you to write your own teaching philosophy, and share it in the discussion below. Just in case you don't have the bandwidth to philosophize this week, we have also shared some alternative activities after the teaching philosophy description. Click Reply to start a new thread.

Writing your teaching philosophy

(prompt adapted from P. Watkins, Temple University Teaching in Higher Ed course)

A statement of Teaching Philosophy is a purposeful and reflective essay on your beliefs about teaching and learning and teaching practices (Seldin, 2004). It also includes concrete examples of how you enact your beliefs through your teaching. A teaching



philosophy can include: (a) a description of how your teaching facilitates student learning, (b) the goals you have for yourself, as well as your students, (c) what, for you, constitutes evidence of student learning, and/or (d) how you create an inclusive learning environment.

General guidelines include:

- Typically 1-2 pages in length
- Narrative, first-person approach
- Make it specific: ground your ideas in 1-2 concrete examples, experienced or anticipated
- Be discipline-specific: explain how you advance your field through teaching
- Avoid jargon and technical terms
- Try not to simply repeat what is in your CV

Some questions to think about:

- What is your greatest strength as a teacher? Why?
- What are your beliefs about student learning? How do people learn?
- What are your beliefs about teaching?
- What are your aims for students?
- How do your actions as a teacher reflect your beliefs about teaching and learning?

Alternative activities

Note: Choose one of these only if you chose NOT to write your teaching philosophy.

Do **one part** from the list below or do all of them to create a more comprehensive lesson plan:

1. Create an icebreaker for a lesson. It could be library-related or it could just be something fun! Share in the LSSSST discussion board.
 - a. [Indiana University Bloomington -- Using Icebreakers for More Than Introductions](#)
 - b. [University of Washington -- Remote Icebreakers](#)
2. Write a learning outcome for one of your lessons.
 - a. [Vanderbilt University -- Bloom's Taxonomy](#)
3. Create an assessment for that learning outcome.
 - a. [Vanderbilt University -- Classroom Assessment Techniques](#)
 - b. [Amherst -- Classroom Assessment](#)
4. Choose a class/lesson you regularly teach. Apply one new active learning technique to the session.



- a. [Vanderbilt University -- Active Learning](#)
 - b. [Active Learning in Hybrid and Physically Distanced classrooms](#)
5. Add one artifact to the LSSSST instructional repository (an internal repository for shared instruction materials).

Response: Be sure to respond to at least one peer in one of this week's discussion boards.

Optional Readings

Strengthening Your Teaching Philosophy through Reflection on Your Beliefs about Teaching and Learning --
Ashlynn Kogut (*Texas A&M University*)

- [Presentation](#) (.pdf)

- [Worksheet](#) (.docx)

