Fall Workshops

In an effort to reach more of our students, staff, and faculty, Teaching and Learning has spearheaded a workshop series that will debut this September and run through the week prior to Thanksgiving break. There are offerings for both ‘beginning’ and ‘advanced’ researchers, as well as graduate students and faculty. In addition, there will be opportunities to ‘try something new’ such as learning how to edit a Wikipedia entry or Googling in the ‘extreme.’ You might also opt to learning more about the UVa Library’s Special Collections resources.

This initiative was made possible by the involvement of members of our own group as well as the participation of a number of liaisons and other staff members. As we grow this program, we hope to reach out across the Library to harness the varied skills of our talented staff. Please look for an email mid-Fall semester as we begin to plan to the Spring semester series.

You may view the various offerings by accessing LibCal or through Teaching & Learning’s new webpage. Please consider joining us for one of our sessions.
Library Tours

Many of the College Advising Seminar (COLA) and English Writing (ENWR) classes request tours of the Libraries as a means to acclimate first-year students with spaces they will be utilizing throughout their academic careers. Although tours are exceptionally valuable, they decrease the amount of time we get to spend discussing assignment-based goals and familiarizing students with the abundance of resources the Library offers.

As a means to meet all needs, T&L is offering set tour times for the Fall semester. Students may sign up using LibCal and meet in Alderman 421 to get a brief introduction to the Library webpage prior to touring Alderman, Clemons, and Harrison-Small.

In the future, there will be a set tour time each week that will be open to students, parents, and visitors wishing to learn more about the Libraries. As we are in the process of hiring some student assistants, it is our hope that they might lead some of the tours as a way to contextualize the experience.

To learn more about the tours, please access LibCal or contact Paula Archey.

Tour Highlights

Favorite highlights of previous tours include:

• SCHOLARS’ LAB
  “Re-envision what research is and how you can demonstrate knowledge—it goes beyond the traditional written paper.”

• MCGREGOR/ HARRY POTTER ROOM
  “It is so quiet that even we get shushed if we are too noisy!”

• DECLARATION OF INDEPENDENCE BROADSIDE
  “Did you know that this was most likely George Washington’s personal copy?”

Teaching in Times of Crisis

The horrific events of that played out on Grounds and within the city of Charlottesville this summer have left an indelible mark on our our community. As students and faculty return, there are conversations that still must be had in order to progressively move forward, enact necessary and much-needed change, and deal with the abundance of emotions—ranging from grief to anger—that exist. As educators, we are uniquely placed to facilitate these conversations and our role as librarians allows us to offer forth spaces of refuge and retreat during times such as these.

In the wake of the Boston Marathon bombing of 2013 and the Ferguson protests of 2014, American Libraries published, “Libraries Respond to Community Needs in Times of Crisis.” Much of the content still rings true in our current, tumultuous times and is well worth the read. Those of us with teaching responsibilities might find ourselves further wondering how we can facilitate healing through our interactions in the classroom. UVA’s Center for Teaching Excellence (CTE) has compiled a list of resources that provide a starting point and scaffolding for classroom discussions. Included within these resources is the Charlottesville Syllabus. As noted by the CTE, “Formal research and UVA students tell us that students want faculty to acknowledge critical incidents in the classroom. A simple acknowledgement can normalize feelings of distress, ease a sense of isolation, and signal that you care.”

Some key takeaways from the readings and resources include:

* Acknowledgement is critical. It is important to use intentional and direct words such as ‘white supremacy’, ‘racism’, and ‘Nazi.’

* Emotions of students will be varied. An insight into some students’ perspectives is included in the New York Times opinion piece, “What UVa Students Saw in Charlottesville.” Be prepared for these emotions.

* Some students may be exceptionally verbal while others will be struggling non-verbally. It is important to respect that some students may not want to talk openly about their feelings. Don’t force the discussion.

* The FAQ page from the American Association of University Professors offers forth some excellent guidance on discussing difficult topics in the classroom. While the document pertains to the aftermath of the 2016 election, the pedagogical approaches are still relevant.
Meet Regina Carter:
Teaching & Learning Librarian

Regina S. Carter joined the Teaching and Learning team in June of 2016. Prior to receiving her doctorate in Educational Policy Studies at the University of Illinois at Urbana-Champaign, Regina also earned a Masters in Library and Information of Science (also from the University of Illinois at Urbana-Champaign), a Masters in Learning and Teaching from the Harvard Graduate School of Education, and a Bachelor’s degree in English from the University of South Carolina-Columbia.

Before arriving at UVa, Regina worked as a Fulbright English Teaching Assistant in Indonesia where she taught conversational English to secondary students. She notes that she is passionate about mentoring young adults and first-generation college students. Regina also contributes to Inside Higher Ed’s blog, GradHacker.

Raised in Britton’s Neck, a small rural community within the Lowcountry region of South Carolina, Regina recalls a school system so poor that it was featured on a documentary titled Corridor of Shame. In a community where most jobs paid minimum wage and there was disproportionate wealth amongst Black and White people, a professional position was seemingly unattainable. Regina notes that, through God’s grace, she met Jean Carter—the first Black librarian she had seen. It was from this point forward, that Regina recognized her agency and began writing her own story. She received a Bill and Melinda Gates Foundation Gates Millennium Scholarship that enabled her to complete both her undergraduate and graduate studies. To learn more about Regina’s journey towards librarianship, be sure to check out this GradHacker article.

Since arriving at UVa, Regina has been actively involved with the Black Faculty and Staff Employee Resource Group as well as the UVa Library’s Global Initiatives Group (GIG). She has taken part in a variety of initiatives across Grounds and within the Library including: the Office of African American Affairs’ Black College Women’s Advisory Board; Library Council (Spring 2017); Global Week; the Library Diversity Residency; the Library High School Internship Program; the Cornerstone Development Program (2017-2018); and meetings with the UVa Gates Millennium Scholars. Outside of the University, she is a member of the American Education Research Association, the American Library Association, the Asian Pacific Americans Library Association, the Black Caucus of the American Library Association, and REFORMA, The National Association to Promote Library and Information Services to Latinos and the Spanish Speaking.

Regina has also received a number of awards and grants during her time at UVa. She is the recipient of the Code4Lib Diversity Scholarship, the ALA EBSCO Conference Scholarship, the LOEX Minority Scholarship, the Coretta Scott King Book Awards Donation Grant, and the Association of Research Librarians REFORMA National Conference Travel Award. She also received an award along with her GIG colleagues from UVa for Outstanding Contributor for Global Week at the UVa Library.

Within her role as Teaching and Learning Librarian, Regina notes that her professional interests and strengths lie with outreach and service to underserved populations, programming, connecting students with fellowship and/or scholarship opportunities, as well as advancing diversity, equity, and inclusion initiatives. She enjoys working with students, faculty and staff whilst “working alongside talented, compassionate, smart, and committed people with the UVa Library and across Grounds.” Please feel free to reach out to Regina as she would welcome a conversation about your instructional needs.
ACRL Framework Applied

In the July/August newsletter, we examined the first frame—Authority is Constructed and Contextual—of the ACRL Framework. This month, we’ll be taking a closer look at Information Creation as a Process.

Information Creation as a Process

What are some possible learning outcomes that might be developed around this frame?

- Students will be able to identify which types of information best meet particular information needs.
- Students will be able to locate published primary sources in order to include first-person perspectives in their research project.
- Students will explore the creation of a Wikipedia entry versus that of a scholarly journal article and be able to cite the differences in processes.

*Information in any format is produced to convey a message and is shared via a selected delivery method. The iterative processes of researching, creating, revising, and disseminating information vary, and the resulting product reflects these differences.*

What might this frame look like in action?

- Students will examine various ‘items’ such as a newspaper, academic article, book, magazine article, webpage, or blog in order to determine where each falls in the cycle of scholarship.
- Students will discuss why certain forms of information might be best used for scholarly research as opposed to others.

Join us in November when we examine ‘Information Has Value.’

Choosing Information Paths

ACRL Framework for Information Literacy Sandbox contributor Joelle Pitts presents a tutorial and interactive lesson to help students examine packaging and perception of content. Students will learn how to:

- match information needs with the most useful digital format.
- name the properties of various digital formats.
- and explore the differences between content as delivered in different formats.

Access here.

On Our Screens

The ‘Listicle’ in Digital Pedagogy

EDUCAUSE

Teaching in a digital age calls for tactics that reach students who are used to brevity and quick pacing. EDUCAUSE contributors Erica McCrystal and Cristina Migliaccio effectively detail how the ‘listicle’ can impact both instruction and student organization.

Learn more by clicking here.