

Golda Meir Library
Supports English 102

Develop Curriculum

Information literacy + rhetoric focus

Learning outcomes, lessons, assignments

Assess information literacy learning

Support Instructors

Orientation and E700

Model teaching and peer observation

Embedded Canvas content

Teach Students

Pop-up workshops in the library

Research Help Desk or Research Appointment

Publishing and podcasting resources

Why?

For Your Students

- Students struggle to apply course heuristics to research tasks.
- Each assignment or lesson focuses on applying a heuristic to a research problem and to UWM Libraries resources.
- This practice helps your students learn by combining their existing skills with the conceptual vocabulary introduced by your course.

For You (Instructors)

- Guides you to make conscious decisions that allow opportunity for students to access UWM Libraries resources
- Performs open-ended conversation that assists in research tasks and projects.
- Encourages you to promote research opportunities for your students.

Implementing a Lesson or Assignment?

1. Disrupting the Top Ten

1. Students will learn how to use advanced search tools to change the assumptions made about them by the search algorithm and take control over their own searches.

2. Information Cycle: More than a Timeline

1. Students will learn how to use the information cycle heuristic to identify the genres of different sources of information.

3. Stakeholders

1. Students will learn to use the stakeholders heuristic to identify the voices, concerns, and disciplines of those with an academic stake in their topic. They will then search the Libraries' databases to find expert perspectives in a discipline they haven't already considered for their issue.

What library content do I teach when?

Week 6

- **Topic** Disrupting the Top 10
- **Format** Instructor's choice of synchronous (lesson) or asynchronous (assignment)

Week 8

- **Topic** The Information Cycle: More Than a Timeline
- **Format** Instructor's choice of synchronous (lesson) or asynchronous (assignment)

Week 10

- **Topic** Stakeholders
- **Format** Instructor's choice of synchronous (lesson) or asynchronous (assignment)

Week TBD (assigned by library)

- **Topic** Instructor chooses 1 of the 3 above
- **Format** In-person library workshop co-taught by instructor and librarian

For You (Instructors)

- Guides you to make conscious decisions that allow opportunity for students to access UWM Libraries resources
- Performs open-ended conversation that assists in research tasks and projects.
- Encourages you to promote research opportunities for your students.
- Decide to teach or assignment project AND THEN IN ADDITION, we together will have a class (pop-up) where we build on that foundation that you've laid
- There's a lesson and an assignment
 - Intentional about using pop-up workshop with only in-person and library experience

Why is it important to utilize pop-up workshops in course instruction?

- What to Know?
- Why Important?
- How to Implement for Instructors?

Overview – What are Pop-up Workshops?

01

Special workshop in the library during your regularly-scheduled class meeting time.

02

Extension of the library lesson or assignment you already provided your students.

03

Opportunity to collaborate with a librarian to teach your students tricky course concepts.