SEPTEMBER 2018

UCWR Library Instruction

TRAINING

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### Welcome & Agenda

- Getting Started Activity
- UCWR Curriculum
- UCWR Library Instruction
- Working with Instructors
- Short Session Activities
- Full Session Activity
- Working with Students
- Shadowing & Tips
- Help & Support
- Feedback
Getting Started:
What concerns do you have about teaching UCWR library instruction?
What is UCWR?

- University Core Writing Requirement
- Foundational course for Loyola freshmen.
- An introduction to reading critically, writing, and researching at a college level.
- The goal is that students will ultimately have the confidence to approach and understand college-level material, and to organize and compose well-executed writing, no matter the prompt or length requirement.
- Focused on the writing process - writing, peer-review, revision
### Course Structure

<table>
<thead>
<tr>
<th>Assignment Type</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summary assignment</td>
</tr>
<tr>
<td>Analysis assignment</td>
</tr>
<tr>
<td>Synthesis assignment</td>
</tr>
<tr>
<td>Researched argument assignment</td>
</tr>
</tbody>
</table>
Researched Argument Assignment

- 6-10 pages in length
- Process-oriented and scaffolded
- Annotated bibliography
- Variety of sources
- Topics (some themed)

Note: UCWR used to be two courses. One course for the first three assignments. One course for the researched essay assignment.
At least two sessions
Short Session: Topic Development or Search Tools (instructor choice)
Full Session: Strategic Searching (Google Sheet)
Some instructors ask for both short sessions and an additional workshop session (after the full session)
Communicating and Working with UCWR Instructors

- Scheduling - Let me know if you're having issues getting a response.
- Add dates/activities to spreadsheet on Research Guide
- Short Session - Check in with instructor before session starts. Feel out instructor teaching style. Ask how the students refer to them.
- Full session - Ensure students have topics. Remind instructors to remind students to bring devices if the session is in the instructor's classroom.
- Follow Up - Send out finished spreadsheet to instructors. Offer research services.
Topic Development Activity

Learning Outcome:
Students will articulate their topic ideas and develop keywords to describe their topic.

- Location: Instructor's classroom(s)
- Lesson Plan
- Slides
- Run Through
- Instructor extensions

TIP: Give personal examples

TIP: Walk around and engage students (If students aren't brave enough to share their topics, you can use examples that you heard/talked through during the activity.

Group Teaching Activity
Search Tools Activity

Learning Outcome:
Students will evaluate various search tools in order to determine the most appropriate search tool for an information need.

Each group uses the same research topic. Try these: Food desserts, Fake news, Chicago River

- Location: Instructor's classroom(s)
- Devices
- Lesson Plan
- Slides
- Run Through

TIP: If students are not participating in the set-up discussion, play the "raise your hand if... game"

TIP: Walk around and engage student groups. Ask questions like: What kinds of sources are not included? How are you able to refine your search? How do you determine if these sources are credible?

TIP: Be careful with the time. This activity can go long. Give minute warnings when you need students to come back together.

Group Teaching Activity
Full Session: Strategic Searching Activity

<table>
<thead>
<tr>
<th>Learning Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lesson Plan &amp; Slides</td>
</tr>
<tr>
<td>Google Sheet Link</td>
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<tr>
<td>Run Through</td>
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- Develop search terms for their topic
- Articulate potential research questions
- Search in the library catalog for relevant sources
- Use filters to refine their search
- Determine if the source is peer-reviewed
- Determine if a source is relevant to their search
- Access the MLA citation and permalink for the source
- Articulate an extending idea, source or author for their topic


Tell students they have to type the URL in EXACTLY as it's written - capital letters and all.
Common Search Issues

- Finding full text
- Navigating the catalog
- Broken links
- HSC Campus Links
- Finding relevant results

Wrap Up Exercise: Give students a 2 minute warning. Tell them if they haven't filled out question #16, to do so now. Then go over some of the common challenges students faced.
We do not learn from experience... we learn from reflecting on experience.

- John Dewey

Reflective Teaching

Take 5 minutes after each session to think about what went well, what didn't go well, and how you might improve the next session.

Write down your observations (we may create a Google form or something for this).

Review the student spreadsheet responses for the full session and see if you notice any patterns or inconsistencies.
MISC.

- Loyola students
- UCWR instructors
- Shadowing Opportunities
- Teaching strategies
- Classroom Info

Training Feedback: bit.ly/2jnv5AN
Thank you!

If you have any questions or concerns, just let us know!

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