

WHAT WE STAND TO GAIN: LIBRARIANS LEADING COLLABORATIVE ASSIGNMENT DESIGN

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THE WORKSHOP



COLLABORATING ON ASSIGNMENT DESIGN

“What is the value of collaborating with librarians and other faculty on assignment design?”

VALUE OF PEER FEEDBACK

Solving problems through dialogue

Finding value in vulnerability

Realizing no “perfect assignment”

It's really **important to share your work** with others. Historians, we're very **individualistic**... Getting all of those perspectives was really essential for me. It not only **built my confidence as an instructor**, I think it really helped break down this assignment for students in a way they could better understand.

INTERDISCIPLINARY WORK

Gaining fresh perspective

Remembering novices

Surfacing common challenges

We were put up in those groups with **so many different perspectives...** Because I'm teaching a large survey class, that was really helpful because it sort of **represented the types of students** I have.

SUPPORT FOR ASSIGNMENT DESIGN

Filling a niche

Boosting motivation

Valuing the work of teaching

The thing that unites everybody at that table is the fact that they all have an interest in education, and furthering ideas, and teaching people.

But **we don't often get together and collaborate** on that stuff...

Not everybody is invested in you being a **good teacher for teaching's sake.**

AUTHENTICITY

“How could the final research product reflect authentic research practices in the discipline or engage a wider public? For example, could the end product be another media or genre than a traditional research paper?”

AUTHENTIC LEARNING: PRODUCT

High stake assignments

Idea of the disposable assignment

I gave up that busywork. This garbage to do at the end of the semester to prove they learned something, but it's not guaranteed they're going to take anything away from this class as a result of it.

AUTHENTIC LEARNING: PROCESS

Pushing students harder

Facilitation

I think it reinforces my sense, that if the bar is here, **they'll meet it.**
Especially when they're **responsible to their peers.**

GROUP WORK & AUTHENTIC LEARNING

Restructuring of assignment

Group work in the workplace

Assessment

I think handing in a research paper that's only going to be read by a professor is a really **different experience** than being accountable to your peers, creating a **high stakes project** that's going to be **publicly available**.

NEED FOR BREAKING IT DOWN

Assigning roles

Higher quality end products

Reflecting on conflict

I did not realize how **hard** it is for students to do group projects. I mean, **every single group had a conflict.**

LEARNING ABOUT TEACHING & LEARNING

“Did you learn anything new about your students or yourselves this semester as a result of this project?”

LEARNERS NEED SCAFFOLDS

Levels of scaffolds

Scaffolds for research skills

Scaffolds for soft skills

The main lesson I think being the more you can give them in terms of **support** the better thing they'll **produce...**

ASSUMPTIONS ABOUT LEARNERS' PROFICIENCY

Surprise at skill level

Frustrations as instructors

Re-thinking expectations

Positive assumptions

Maybe **my expectations were a little bit too high** of what students can do. I figured people knew how to find a journal article. I realized that it wasn't just my students that were struggling with this, but students in general do.

FLEXIBILITY IN TEACHING

Changing timelines & reorganization

Deleted assignments

Individualized approaches

We were about five or six weeks in and she suggested, “I’m thinking that I’d like to organize my essay [this way]. It would still meet the criteria required for the assignment if I were to do it this way.” I said, “Well, **let’s experiment with that and see** what you think.”

SHIFTS IN TEACHING

Spending class-time differently

Motivation to do more

Placing students at the center

Making time for assignment design

It was pretty **eye opening** when I did a reflection on what the process was like. I'm a very boring instructor when it comes to assignment creation.

WHY THE LIBRARY? WHY LIBRARIANS?

**Iterative nature of
assignment design**

**Disciplinary definitions
of “research”**

**Value of
relationships**

QUESTIONS?

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