Constructing & Revising a User-Centered Curricular Toolkit

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Land Acknowledgement

San Francisco State University occupies unceded Ramaytush Ohlone territory.

As library workers, we play a role in providing (and sometimes limiting) access to knowledge. Therefore, it is important to encourage the use of available resources to inform ourselves about the indigenous people whose land we occupy, the atrocities that have been committed against these and other indigenous people in the US and around the world, and what we individually, and collectively can do to address the harm caused.

In particular, I will mention the ways in which education has been used as a tool for oppression against indigenous communities. As we consider the land we occupy, let us also consider how we can make education a tool for liberation.

Resources:
Native Land Digital: https://native-land.ca/
Sogorea Te’ Land Trust: https://sogoreate-landtrust.org/
How do you currently collaborate with teaching faculty on information literacy instruction?
What are your goals for information literacy instruction at your institution?
Creating the Toolkit
Why We Created Our Toolkit

**Teachers during distance learning**

*I knew exactly what to do*

*But in a more real sense, I had no idea what to do*
“Research by osmosis” makes things harder for students
Goal: “To help faculty and students see research as a process of inquiry and discovery, not a collection of information proving a narrow thesis” (Margolin & Hayden, 2015, p. 603).
Shift Faculty Approach

**One-Shot**
- Information overload
- Everything they *might* need to know at some point

**Course-Integrated**
- Sustained, interactive engagement
- Key points of need throughout the process
Toolkit Creation Process Overview

● **Step 1: Solicit Activity Submissions**  
  ○ No need to start from scratch!

● **Step 2: Sort and Evaluate Submissions**  
  ○ Four categories: Topics/Research Questions, Finding Sources, Evaluating Sources, & Using Sources

● **Step 3: Format Submission**  
  ○ Consistency & ease of use
Toolkit Creation Process Continued

● **Step 4: Create the LibGuide**
  ○ Easy way to organize and share files & explanations

● **Step 5: Publish and Advertise**

● **Step 6: Revise**
Outreach to Faculty

- **Metric: Feedback**
  - Positive responses from colleagues, administration, and instructors
  - Could have done more to support library colleagues with outreach

- **Metric: Views**
  - 498 views in August & September 2020
  - Don’t know how many people used something they found
Explore the Toolkit

https://libguides.sfsu.edu/toolkit
Universal Design for Learning Guidelines

- Created by CAST

- Examines why, what and how of learning

- Seeks to provide multiple means of engagement, representation and action & expression.
Universal Design for Learning Guidelines

Provide multiple means of Engagement
- Affective Networks
  - The "WHY" of learning

Provide multiple means of Representation
- Recognition Networks
  - The "WHAT" of learning

Provide multiple means of Action & Expression
- Strategic Networks
  - The "HOW" of learning

Provide options for Recruiting Interest (7)
- Optimize individual choice and autonomy (7.1)
- Optimize relevance, value, and authenticity (7.2)
- Minimize threats and distractions (7.3)

Provide options for Perceiving (1)
- Offer ways of customizing the display of information (1.1)
- Offer alternatives for auditory information (1.2)
- Offer alternatives for visual information (1.3)

Provide options for Physical Action (4)
- Vary the methods for response and navigation (4.1)
- Optimize access to tools and assistive technologies (4.2)

Provide options for Sustaining Effort & Persistence (8)
- Strengthen salience of goals and objectives (8.1)
- Vary demands and resources to optimize challenge (8.2)
- Foster collaboration and community (8.3)
- Increase mastery-oriented feedback (8.4)

Provide options for Language & Symbols (2)
- Clarify vocabulary and symbols (2.1)
- Clarify syntax and structure (2.2)
- Support decoding of text, mathematical notation, and symbols (2.3)
- Promote understanding across languages (2.4)
- Illustrate through multiple media (2.5)

Provide options for Expression & Communication (5)
- Use multiple media for communication (5.1)
- Use multiple tools for construction and composition (5.2)
- Build fluencies with graduated levels of support for practice and performance (5.3)

Provide options for Self Regulation (9)
- Promote expectations and beliefs that optimize motivation (9.1)
- Facilitate personal coping skills and strategies (9.2)
- Develop self-assessment and reflection (9.3)

Provide options for Comprehension (3)
- Activate or supply background knowledge (3.1)
- Highlight patterns, critical features, big ideas, and relationships (3.2)
- Guide information processing and visualization (3.3)
- Maximize transfer and generalization (3.4)

Provide options for Executive Functions (6)
- Guide appropriate goal-setting (6.1)
- Support planning and strategy development (6.2)
- Facilitate managing information and resources (6.3)
- Enhance capacity for monitoring progress (6.4)

Expert Learners who are...
- Purposeful & Motivated
- Resourceful & Knowledgeable
- Strategic & Goal-Directed
UDL Revision

Methods
Briefly summarize the research method(s) used.

Results
Skin or skip, unless you love data.

Works Cited/References
Do any of the sources cited seem useful in answering the research question? If so, record one potentially useful title.

Notes
- Engagement
  - Optimize relevance, value, and authenticity—this is how people really read articles and it’s tied to an assignment
  - I think we need some kind of hook—I know I didn’t want it to be “What do you do when you read a scholarly article?” because that kind of gives it away, but there should be something
  - Collaboration—there is the option to work in groups
  - Should there be some kind of continuation where they practice with an article of their own?

- Representation
  - We should make this a Google Form (or Qualtrics survey?) with branching
  - Anonymity of a Scholarly Article gives good definitions
  - Defines highlights patterns, critical features
  - Is this the best format to visually process information?
  - Is there a way to improve transfer and generalization? Because hopefully they will be learning a highly transferable skill

- Action & Expression
  - Again, Google Form
  - The steps along the way encourage students to monitor their progress
  - Just like I said above, should there be another activity for them to do to demonstrate what they’ve learned/improved their skills?

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Lesson Revision

● Read through the lesson and identify areas of improvement based on the UDL Guidelines
  ○ If it’s too much to use the whole thing, just focus on one strand (Engagement, Representation, or Action & Expression)

● Share your ideas
Revision Debrief

- How did it go using the UDL Guidelines as a tool for revision?
Future Directions

● Continue to review and reassess materials

● Continue to share and expand Toolkit’s reach

● Add lessons created by instructional faculty members

● Share OER activities in public repositories
Takeaways

● **A curricular toolkit:**
  ○ Doesn’t have to be a huge, impossible job
  ○ Can be internal or external, for students or faculty
  ○ Encourages sharing of best practices among colleagues
  ○ Provides supplemental support in addition to librarian instruction, consultation, and resource development

● **UDL revision:**
  ○ Can be used for instructional activities, DLOs and more
  ○ Improves accessibility and learning for all users


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