WEEK 0
LIBRARY ZOOM HOUR

Got questions about textbooks? Library study rooms? Printing? Let us help you get ready before Fall starts.

Zoom Meeting ID: 936 852 2267

Monday, Aug. 15, 12:30-1:30 pm
Tuesday, Aug. 16. 8-9 am
Thursday, Aug. 18. 3-4:30 pm

CHAT WITH A LIBRARIAN

California Community Colleges | Vision Resource Center

Search

Home   **Communities**   **Learning**   **Reports**   **ILT**   **Content**   **Admin**

Systemwide Information   **New? Start Here!**

EVENT

Librarian Office Hours

Last Updated 11/19/2020

Details

Drop into our Q&A session to talk with librarians about how we can support your classes. Library services include research assistance, library instruction, online Library resources, assistance with instructional materials, and open educational resources (OER). Join the session anytime during scheduled office hours for a quick question or several questions.

Zoom Registration Link:

https://cccconfer.zoom.us/meeting/register/tJEpce2hqzgtHNPtIJj yXyDXuFlgHVq5GiNC
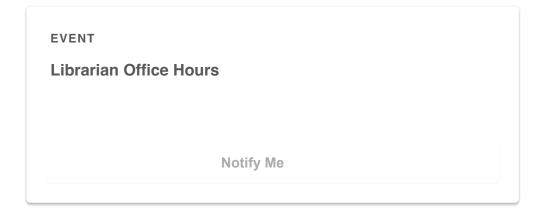
Show More

Upcoming Sessions

0 Sessions

Date (Ascending)

No sessions available

Click below to be notified of new sessions.

Notify Me

EVENT

Librarian Office Hours

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All Rights Reserved. Terms - Privacy - Cookies - Feedback

Feedback

Spring 2022 Flex Panel: Online Resources for F2F Students

Email from Beta on 2-14-2022:

I'll start by asking you the **challenges that you have discovered while online** and have been meeting through online support services.

I would like to invite each of you to **share strategies/methods you have learned to provide online student support services and how these support our face to face students**.

You will each have 8-10 minutes to share (it can be shorter if you prefer). If you would like to share visuals you certainly can but the hope is the format will be more conversational in nature rather than a standard breakout presentation. **It would be helpful to include specific examples and or resources you have found helpful in this effort.**

I will ask follow-up questions and you encouraged to interact with one another's examples and thoughts as well.

The last portion of the breakout will be time for interactive questions and additional conversation with our attendees. I am hoping for a causal and supportive conversation among colleagues.

Email from Beta on 2-1-2022:

What you can do in the meantime is think about the following things:

1.   What were the greatest challenges for students when remote?

The Mt. SAC Library helps students navigate and evaluate information sources so that they can successfully research for class as well as their everyday lives. Libraries, in general, are centered on equitable access to information. Traditionally, information has been available in books and other print resources. Since information—especially scholarly information--has shifted toward being online, most of our library's resources are online. This happened long before the pandemic, so in this way, the Library was already prepared for a shift online.

- Students lacked access to technology and Internet - Monika
- Students lacked access to textbooks –Kolap & Monika
   - Course reserves
- Students finding our research services (we had been predominantly in-person) - Kolap
- Miscellaneous - Kolap
   - Library staff who spoke and interacted with students regarding e-reserves & technology: time management; the loss of structure; not knowing what to do next
   - Decrease in human/social interactions

2.   What did the library do to mitigate those?

- Technology:
   - infrastructure, inventory management
   - Library staff to distribute technology

- o Request form: Mt. SAC STUDENT Laptop Loans Request Form (smartsheet.com)
- Access to materials:
  - o Online course reserves
  - o Purchase ebooks/e-textbooks when possible
  - o Shared information/resources to students, faculty and campus from free publishers and vendors (vital source, redshelf, scholastic, Pearson and etc)
  - o Encourage faculty to use OER and library licensed materials - About OER - Open Educational Resources (OER) - Research Guides at Mt. San Antonio College (libguides.com)
- Research/Information-seeking behavior:
  - o Chat reference - Library FAQ - Library Answers (libanswers.com)
  - o Live Research Appointments
  - o Zoom workshops
- Librarians & Library Staff: a live person they can talk to

3. What are the greatest challenges that students returning face to face have now?

- Reference Desk: Catching up, re-orienting themselves, and for the new students who never stepped on Mt. SAC, learning all the available in person resources and services
- Library staff: "A lot of the ones I spoke to felt discrimination with the mandate and pressure to do something to their body that felt they didn't want to do just to attend college in person."
- Navigating academia

4. How is the library pivoting to meet these two students populations (remote and F2F)?

- We're still navigating this situation.
  - o Offer the same services as before COVID
    - Online chat - Library FAQ - Library Answers (libanswers.com)
    - Databases - A-Z Databases (libguides.com)
    - Ebooks - A-Z Databases: eBooks (libguides.com)
    - Canvas asynchronous workshops - For Faculty - Library Research Workshops - Research Guides at Mt. San Antonio College (libguides.com)
    - LibGuides - ALL GUIDES Alphabetically - Research Guides at Mt. San Antonio College (libguides.com)
  - o Adding new online resources
    - New databases – Prep Step - **PrepSTEP for Community Colleges This link opens in a new window**
    - More money set aside for ebooks
    - Piloting an e-reserves/licensing - E-Reserves - Research Guides at Mt. San Antonio College (libguides.com)
      - Example AmLA 90 https://mtsac.libguides.com/er.php?course_id=87038&preview=035ddf5bb0d8c9841982db5f0d7f6a3e
  - o Figuring out a way to sustain and support new online services developed during the pandemic

- Zoom workshops
- Zoom online research appointments

5. What have you learned is the most effective, or results in more student support?

- Faculty advocacy of the Library
- Library staff inputs: Treat people with compassion and equality, understanding.
- welcoming them in, giving them alternatives/options, following up
    - e.g. Library welcome week
    - Visitors welcomed into the library (e.g. Student parent who come to study on the weekend, can still come and bring their children with them) -- Saturday and Sundays we have children, and community members come into the library

The Library
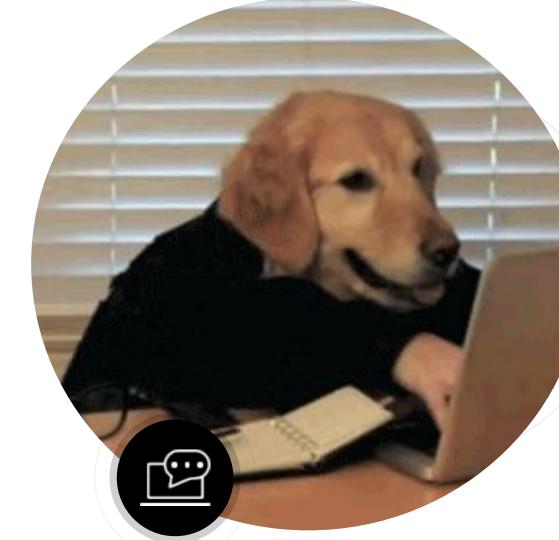
Basic Needs, the Digital Divide,
& Promoting Tech Equity and Information Access

Library Values & Advocacy

In the chat...

Please write - when you think libraries, you think...

ALA American Library Association

"Voice of American Libraries"

Established in 1876

National with Many Divisions

Over 55,000 members

Accreditation Body for Library and Information Science Programs

Provides professional guidelines, ethics, prof. dev., resources, & more

Guidelines for safe reopening of different types of libraries

Issues & Advocacy

ALA Issues & Advocacy

Equity, Diversity & Inclusion

- Access to Library Resources and Services
- Accessibility
- ALA and Affiliate Equity, Diversity, and Inclusion Statements
- Continuing Education
- Cultural Programming to Promote Diversity
- Diversity Research & Statistics
- Diversity in the Workplace
- EDI in Our Libraries

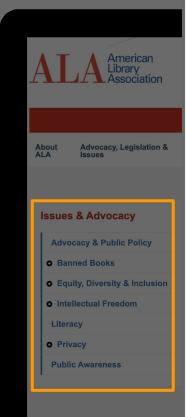- Hateful Conduct in Libraries: Supporting Library Workers and Patrons
- Intersections: ODLOS Blog
- Libraries Respond
- Library Services for Patrons with Alzheimer's/Dementia
- Library Services to the Incarcerated and Detained
- Outreach Toolkits
- Spectrum
- Workforce Development

Intellectual Freedom

- Library Bill of Rights
- First Amendment and Censorship
- Access to Library Resources and Services
- Filters & Filtering
- Academic Freedom
- Meeting Rooms, Exhibit Spaces, and Programs
- Schools and Minors' Rights
- Hate Speech and Hate Crime

ALA | American Library Association

My Account   ALA   ALA Websites   Contact ALA   GiveALA   Join ALA   Renew   Login   🔍

About ALA | Advocacy, Legislation & Issues | Awards, Grants & Scholarships | Conferences & Events | Education & Careers | Membership | News & Press Center | Tools, Publications & Resources

ALA > Tools, Publications & Resources > Poor and/or Homeless Library Patrons

CONTACT CONGRESS

Tools, Publications & Resources

- **ALA Research & Library Topics**
- **ALA Guidelines & Standards**
- Center for the Future of Libraries
- COVID-19 Recovery
- **Challenge Support**
- **Community Relationships**
- **Professional Ethics**
- **Programming & Exhibitions**
- **Publications**
- About Us

Email ✉   Print 🖨   Cite 📝   Share This Page ↗

Poor and/or Homeless Library Patrons

People experiencing poverty or homelessness constitute a significant portion of users in many libraries today and this population provides libraries with an important opportunity to change lives. As the numbers of poor children, adults, and families in America rises, so does the urgent need for libraries to effectively respond to their needs.

Access to library and information resources, services, and technologies is essential for all people, especially the economically disadvantaged, who may experience isolation, discrimination and prejudice or barriers to education, employment, and housing.

Policies and guidelines

ALA Policy B.8.10 Library Services for the Poor (formerly Council Document 61)from the ALA Policy Manual

Guidelines for the Development of Policies and Procedures Regarding User Behavior and Library Usage - Adopted by the Intellectual Freedom Committee, January 24, 1993; revised November 17, 2000; revised January 19, 2005

Resources

Online

Hunger, Homelessness & Poverty Task Force of ALA's Social Responsibilities Round Table - a compilation of recent articles in the press, resources to aid the poor and/or homeless, and organizations that work for the benefit of the homeless and the poor.

Outreach Resources for Services to Poor and Homeless People from ALA's Office for Diversity, Literacy and Outreach Services (ODLOS)

Services for the Poor and Homeless from Library Success: A Best Practices Wiki (ARCHIVED)

CONTACT CONGRESS

Email ✉ | Print 🖨 | Cite ✏ | Share This Page ⎋

Extending Our Reach: Reducing Homelessness Through Library Engagement

Extending Our Reach: Reducing Homelessness Through Library Engagement

Effective and Proven Tools for Library Service to People Experiencing Poverty and Homelessness

"Extending Our Reach: Reducing Homelessness Through Library Engagement" is designed to help librarians and library staff create meaningful library services for people who are experiencing homelessness.

- ALSC Library Service to Underserved Children and Their Caregivers Committee
- American Indian Library Association (ALA Affiliate)
- Asian Pacific American Librarians Association (ALA Affiliate)
- Association of Jewish Libraries (ALA Affiliate)
- Black Caucus of the American Library Association (ALA Affiliate)
- Bridging Deaf Cultures Interest Group
- Chinese American Librarians Association (ALA Affiliate)
- Consumer Health Information Librarians
- Core Diversity and Inclusion Committee
- EDI Assembly
- Ethnic and Multicultural Information Exchange Roundtable (EMIERT) Outreach Committee
- Joint Council of Librarians of Color (ALA Affiliate)
- Library Services for Dementia/Alzheimer's Interest Group
- Library Services for the Incarcerated and Detained Interest Group
- Library Services to Persons with Print Disabilities Interest Group
- REFORMA: National Association to Promote Library and Information Services to Latinos and the Spanish Speaking (ALA Affiliate)
- Social Responsibilities Round Table Hunger, Homelessness, and Poverty Task Force (HHPTF)
- Tribal Librarians Interest Group
- Universal Access Interest Group

ALA Policies, Guidelines, and History

- ALA and Affiliate Equity, Diversity, and Inclusion Statements
- ALA Policy Manual B.3 - Diversity
- ALA Policy Manual B.4 - Equity and Access
- Equity at Issue Library Services to the Nation's Four Major Minority Groups - Report to the President's Committee on Library Services to Minorities (1985-86 CD#30)

Task Force on Equity, Diversity, and Inclusion Final Report and Recommendations

- ALA Task Force on Equity, Diversity, and Inclusion Final Report

Equity, Diversity, and Inclusion Implementation Working Group Reports and Documentation

- 2016 Report on EDI Recommendations (Presented to ALA Executive Board, Midwinter 2017)
- 2017 Report on EDI Recommendations (Presented to ALA Executive Board, Midwinter 2018)

RYAN J. DOWD

The Librarian's Guide to
HOMELESSNESS

an EMPATHY-DRIVEN
APPROACH *to*
SOLVING PROBLEMS,
PREVENTING CONFLICT,
and
SERVING EVERYONE

For **all people** in the community the library serves…

Access to Information

ALA Office for Intellectual Freedom

Access to Library Resources

1. Digital Divide

2. Economic Barriers to Information Access

3. Prisoner's Right to Read

4. Net Neutrality

"Affirms universal access to affordable high-capacity broadband is as essential as electricity and therefore a basic right for all"

ALA
American Library Association
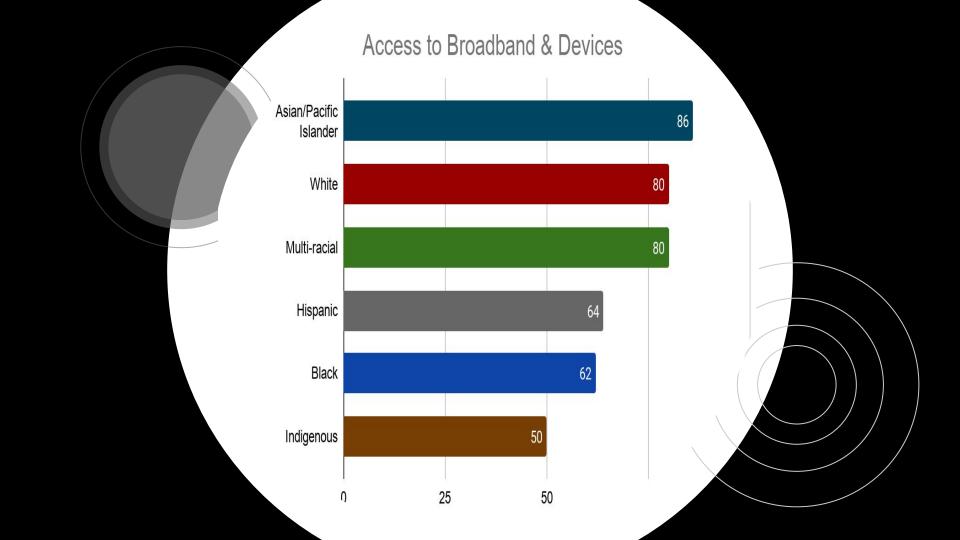
OED Definition:

The gulf between those who have ready access to current digital technology (esp. computers and the internet) and those who do not; (also) social or educational inequality resulting from this.

DIGITAL DIVIDE

DISTANCE LEARNING

Cartoon by Drew Sheneman for Aug. 2020.

Access to Broadband & Devices

Category	Value
Asian/Pacific Islander	86
White	80
Multi-racial	80
Hispanic	64
Black	62
Indigenous	50

Impacted Communities in CA

74% Of all CA households have access to Broadband Internet at home
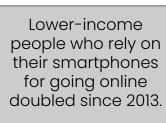
Barriers to Internet Offers

-Credit card required
-Neighborhood exclusion
-SS# required
-Extended wait times

Of Low-income households have Broadband Internet at home 55%

Lower-income people who rely on their smartphones for going online doubled since 2013.

12% to 26%

Headline News

Families find throwing laptops and Wi-Fi at students isn't enough to bridge digital divide
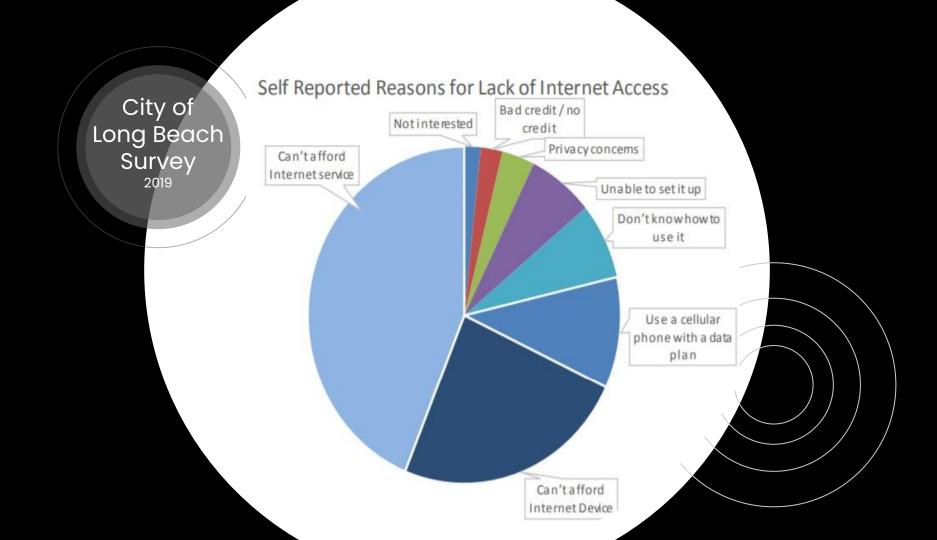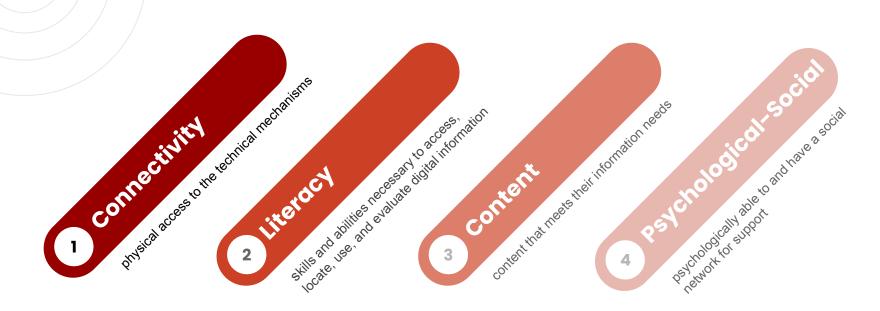
By Evan McMorris-Santoro and Yon Pomrenze, CNN

Updated 1:15 PM ET, Sat January 23, 2021

City of Long Beach Survey 2019

Self Reported Reasons for Lack of Internet Access

Layers of the Digital Divide

Connectivity
1
physical access to the technical mechanisms

Literacy
2
Skills and abilities necessary to access, locate, use, and evaluate digital information

Content
3
content that meets their information needs

Psychological-Social
4
psychologically able to and have a social network for support

How the library helps!

Technology Loans

Partners

Student Services

Information Technology

Continuing Education

Health & Tech

Technology

Laptops= 3,000

Hotspots= 2,212

Total = 5,212

Total Checkouts=5,593

Who are the Students?

Credit & Non-credit

80% first gen

91% on financial aid

Racial/Ethnic Demographics
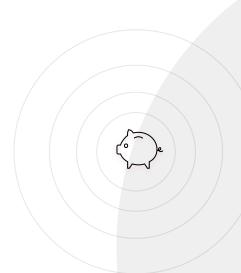
68% Latino

27% While

11% Asian

10% African American

OER Initiative
Open Education Resources

26 courses

1618 students
Over the course of two semesters

166%
Increase in Zero Cost CRNs (Fall 2019 to Fall 2020)

$203,093 savings!

Zoom Zoom!
Workshops & One-on-One Help!

FREE!!!

Repeatable, Flexible
Taught by Research Ex

Not on transcripts

We also teach credit classes. UC and CSU transferable. Satisfies other institutions' information literacy requirements.

1:40 / 1:46

s Are Here for You!

More Options

Textbooks & Temporary Digital Reserves

- Textbooks:
  - Purchased e-textbooks available for library purchase* based on reserves lists in Spring 2020
- **Temporary** digital reserves
  - Set-up for quick pivot
  - Copyright exception while the library is physically closed
  - 4,200 request filled since the pilot started in summer.

FIND A LIBRARY

LA COUNTY LIBRARY

LIBRARY INFORMATION

Digital Library Card

Downloads & eResources

Sidewalk Service Holds Pickup

Virtual Programming

Safer at Home: Stories and Art

Activities at Home

Actividades en español

Mindfulness Tips

Contact Us

RESOURCES

Coronavirus FAQ

COVID-19 Testing

Food Resources

Housing Resources

For Business Owners

For Workers

Public Wi-Fi Access Map

How You Can Help

Los Angeles County Public Library

lacountylibrary.org

Not everything, but that's some in a nutshell.

Real World Assignment Design for #RealCollege Students: Applying an Equity Lens to Design Research Assignments

Facilitators: Pauline Swartz, Monika Chavez, and Kolap Samel

Zoom Session Etiquette

- Mute your microphone. Help keep background noise to a minimum and mute your microphone when you are not speaking

- Be mindful of background noise

- Position your camera properly

- Limit distractions

- Avoid multi-tasking

- Keep chat area conversations related to the presentation

- Use the Zoom controls to raise your hand or to vote

Warm Up

1. Go to this padlet: https://padlet.com/kolapsamel/x8f27w37s5cpc55z
2. Answer this question: **What are the top hurdles your students have when working on a research assignments?**
3. You have until 11:50 to complete this.

REMEMBER MTV'S THE REAL WORLD?

... To see what happens
When people stop being polite and
start getting real.

The Real World.

#RealCollege

Who are we?

First 10 Minutes of the First

PAULINE

0:24 / 9:47

Who are we?

First 10 Minutes of the First Ever 'Real World' Episode | MTV

Info   Watch later   Share

KOLAP

MORE VIDEO

0:20 / 9:47

YouTube

Who are we?

MONIKA
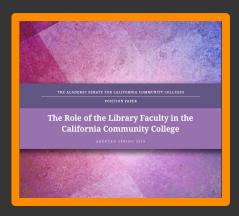
Know Our Mt. SAC #RealCollege Students

Studies show the Libraries and Librarians have a positive impact on student success rates.

ACADEMIC LIBRARY IMPACT ON STUDENT LEARNING AND SUCCESS:
Findings from Assessment in Action Team Projects

THE ACADEMIC SENATE FOR CALIFORNIA COMMUNITY COLLEGES
POSITION PAPER
The Role of the Library Faculty in the California Community College
ADOPTED SPRING 2019

Mt. SAC RIE studied the Library research workshop data and found that students who took our library research workshops had a 20% higher course success rate than students in the same classes who didn't take the workshops. Wow!!!

Library Information Competency Workshops Participation and Course Outcome by Demographic 2013-14 through 2016-17, 2018.

ACTIVITY!

Go to the [padlet](#) (3 minutes), and answer the following questions.

➜ **What's a time that you felt out of place, but everyone else seemed to know what to do?**

➜ **How did that make you feel?**

➜ **How did you figure out what to do?**

Acknowledge
Library (Research) Anxiety

Library Anxiety

"Library anxiety is a **fear of both the library space**, which can be seen as overwhelming and confusing, **and of the process of using the library** to find materials [emphasis added]." (Nicol, 2020)

Effects of Library Anxiety
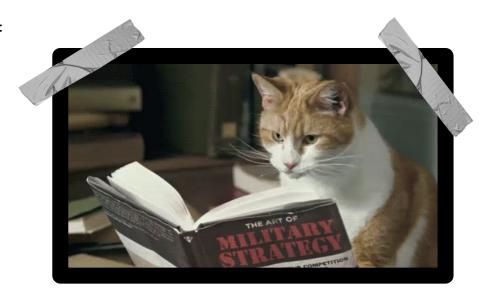
1. A belief in the inadequacy of research skills (and the belief that others around them are proficient)

2. Shame, and the want to hide their perceived inadequacy

3. Fear of seeking help

——

(McAfee, 2018)

Minimizing Library Anxiety for Students

- Work with library faculty and staff to incorporate the library into courses and assignments
  - Services
  - Resources
  - Space
- Make the library & research experience more personal for students

[Fair Use](#)

Strategies for Minimizing Research & Library Anxiety

Equity-minded strategies that can bolster students' confidence, performance, and understanding of the research process.
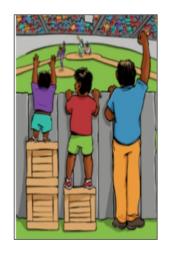
1. Humanize it: Sharing your own Experience
2. Scaffolding
3. Emphasizing Critical Thinking
4. Creating relatable and meaningful assignments

humanize it

Scaffolding

What support and guidance did you provide?

EX: For lab courses, instructors go over lab safety, demonstrate lab safety, and or allow students to practice and such before students can start doing actual lab experiments.

Did you provide this type of guidance and support for the research assignment you assigned?

Scaffolding: Easy to Read Instructions

✘ Use your users words.
✘ Chunk your content.
✘ Arrange your instructions in logical and chronological order.
✘ Use pronouns.
✘ Use active voice.

✘ Use short sentences & paragraphs.
✘ Use bullets and numbered lists.
✘ Use clear headings.
✘ Use visuals to represent the ideas.
✘ Use white space.

Example of Easy to Read Instructions

Scan the instructions to the right.

What makes it an easy to read and understand?

Instructions

1. Preheat the oven to 350 F.
2. Microwave the butter for about 40 seconds. Butter should be completely melted but shouldn't be hot.
3. In a large bowl, mix butter with the sugars until well-combined.
4. Stir in vanilla and egg until incorporated.
5. Add the flour, baking soda, and salt. Please read the recipe note about properly measuring flour.
6. Mix dough until just combined. Dough should be soft and a little sticky but not overly sticky.
7. Stir in chocolate chips.
8. Scoop out 1.5 tablespoons of dough (medium cookie scoop) and place 2 inches apart on baking sheet.
9. Bake for 7-10 minutes, or until cookies are set. They will be puffy and still look a little underbaked in the middle.

Scaffolding: Outline

Provide an outline to help them organize their thoughts and information they compile.

1. **Introduction & Thesis**
2. First Major Point
   a. Subpoint 1
   b. Subpoint 2
   c. Subpoint 3
3. Second Major Point
   a. Subpoint 1
   b. Subpoint 2
   c. Subpoint 3
4. **Conclusion**

<u>**Example of Outline**</u>

1. **Introduction & Thesis**: Custer's last stand is one of American history's legends because of the event's very nature and related aspects that appeal to people's imaginations
2. Event's Nature
   a. Indian uprising
   b. Government's uprising
   c. Outcome
3. Related Aspects
   a. Impact of the number of deaths
   b. Destruction of land
   c. People's reactions to the battle
4. **Conclusion**

Scaffolding: Template

Provide a template or example research paper if a particular _formatting_ is required such as APA, Case briefs, Memos etc.

Cover page
- Page header
- Title
- Name and Student number
- Course name, number, department & university
- APA format

Abstract
- Length & content
- APA format

Body
- Pages numbered top right (all pages, including title page)
- Double-spaced text throughout (all pages)
- APA formatted headings and subheadings

References
- Begin on separate page
- Page number continuous with paper
- APA formatted references
- All references included from paper
- No "padding"

Appendix
- Each separate appendix has title page
- Includes all of the writing process sheets (e.g., brainstorming, first free-writing assignment, drafts of summary, body, discussion, and conference sheets from partners)

Scaffolding: Schedule / Due Dates

Provide students schedules or due dates.

- Forces students to plan ahead
- Breaks up the research process into more manageable pieces
- Makes them more accountable for each step of the process
- Allows for feedback and clarification between teacher, student, and or the whole class
- May minimize procrastination
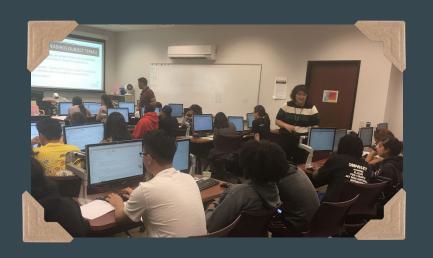
EXAMPLE : SCHEDULE with DUE DATES

Week 4

- 3/28 - Submit Research Question
- 3/31 - Read Feedback on Research Question
- 4/3 - Visit the library and find 5 scholarly sources

Week 5

- 4/7 - Submit outline of research paper
- 4/11 - Submit rough draft
- 4/15 - Read peer edits of rough draft

Book Library Instruction DURING your Class Time!

- Librarians/Library seen as part of their support network!
- Reaches all students in the class regardless of help-seeking habits and schedules (Remember #RealColllege results on how they spend their time)
- Contextualized to your assignment!
- In Zoom (during the pandemic)

Can't book it? Use the Drop-In Workshops

- Synchronous In Zoom (during the pandemic) at scheduled times
- Asynchronous 24/7 options offered through Canvas
- TIP! Schedule due dates to align with assignment due dates
- RIE study showed minority males benefited most from the Mt. SAC library workshops (+27% CS) but were less likely to attend them on their own time (*idea* schedule one for your class)

Schedule in Low-Stakes Library Activities

- Help alleviate library and research anxiety
- Students are more likely to seek out the library and librarians in the future, even when they transfer
- Studies show college students who use the library have higher success rates

- use the Mt. SAC Library's research and information literacy instruction program!
- Recommendation: schedule due dates for completion to support the assignment schedule
- Recommendation: For workshops or research appointments it's good if students have a research need and understand why it's being assigned
- Recommendation: For library experiences that don't have an assignment, library visits or online chat work well.
- Recommendation: Talk with your librarian liaison!

TIPS FOR VICTORY!
FOR INTEGRATING
THE LIBRARY

F HD

Students' Perceptions of Research

As skilled researchers, we know that **critical thinking skills are vital to research.** This includes :

- Selection of keywords
- Building up foundational knowledge
- Using, analyzing and synthesizing sources

This is not always clear to students.

——

Critical Thinking vs Mechanics

Students can get caught up with the tools and mechanics of research, and lose sight of the purpose behind the assignment.

➔ A majority of our students do not remember a time before Google
➔ Some returning students are entering into a radically different looking library

Writing First, Researching Later

Students will sometimes write the paper and then look for sources afterward.

Reflect on Research Landscape

The Library aspires to a beacon of knowledge and information, but, we are not without fault

- Eurocentric collections

- Outdated classification system

- Outdated subject headings

Relatable & Meaningful Assignments

Increase students' engagement, creativity (critical thinking) and motivation to complete the assignment.

Relatable	Meaningful	Empowering
Connection & interest minimizes dissociation and anxiety	Transferable skills beyond this course	Voices and ideas that aren't typically heard may surface up

#RealCool Research Assignments

Alternatives to Research Papers and Annotated Bibliographies

What's your immigrant story?

Create a video and share your story with the world.

Create Your Story

https://immigrantstories.umn.edu

A student says...

10 Minutes of the First

Play (k)

Ben

0:24 / 9:47

Curriculum

Click on the thumbnail images below and download our free curriculum for making and teaching about *Immigrant Stories*.

Making a Digital Story

Each curriculum is a complete resource for making *Immigrant Stories* in the classroom or a public workshop. They contain schedules, lesson plans, worksheets, a gradic rubric, and written instructions that correspond with the website's tutorial videos.

Making an *Immigrant Story*
with immigrantstories.umn.edu

CURRICULUM FOR COLLEGE INSTRUCTORS

Immigration History
Research Center

Making an *Immigrant Story*
with immigrantstories.umn.edu

CURRICULUM FOR ENGLISH LANGUAGE LEARNERS

Immigration History
Research Center

Making an *Immigrant Story*
with immigrantstories.umn.edu

HIGH SCHOOL CURRICULUM

Immigration History
Research Center

Making an *Immigrant Story*
with immigrantstories.umn.edu

WORKSHOP GUIDE

Immigration History
Research Center

Teaching Immigration with the Immigrant Stories Project

The digital stories in the *Immigrant Stories* collection are powerful primary sources for teaching and learning about immigration. We worked with The Advocates for Human Rights to create this curriculum for grade 8- adult learners.

A prof says...

TERESA

Chiyoko Toguchi Swartz: Immigrant Stories

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Simulations (Meaningful)

EXAMPLE: CODE BLUE simulations with random cases and patients.

What it assess:

- Application of what they've learned or researched
- Leadership
- Teamwork
- Rational / Logical diagnosis and treatment

Field Work (Meaningful & Relatable)

EXAMPLE: Citizen Science / Participatory Science - get real scientific experience under the direction of professionals and contribute to scientific knowledge/research.

- Budburst - field work relating to the plant life cycle
- Oregon Bee Project - collect and report any information related to bee ecology
- CNPS Plant Science - collect data, plant sustainable, weed invasive, and learn gardening and landscape tips

Other Research Assignment Ideas

Relatable	Meaningful	Empowering
- Letter to the Editor - Film Analysis - Research a News Item - Cuisine Presentation & History	- Simulations - Field work - Bid/Job Proposal or Business Plan - Create a training or lesson - Create a resume for their dream job - Interview a person in their field	- Research your family's food, language, tradition, culture, etc - Interview a family or friend they admire - Research and present something on their interest and hobby - Wikipedia Edit A Thon

Give Students Choices

Giving student choices increases their engagement, creativity, motivation and success in the class.

✘   Alternative modes of assignments.
✘   Let them develop a research topic that is meaningful to them.
✘   Any topic can be academic academic – guide them on ways to make their topic choice workable for the learning outcomes of the class/assignment.

Brainstorm

Go to the [padlet](#) (3 minutes), and answer this question.

What are some non-traditional research assignments that you do, or would like to do?

Photo by [Zaini Izzuddin](#) on [Unsplash](#)

Thank You…
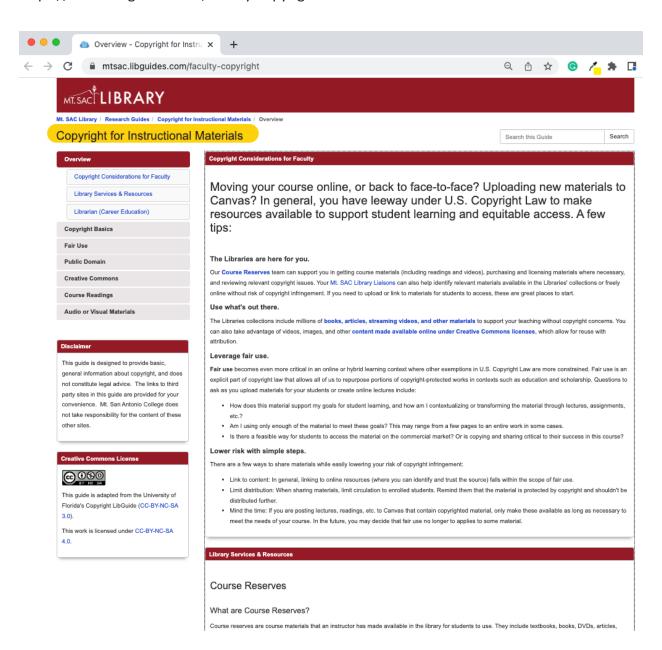
- For attending this presentation and for your engagement.

- For your greatly appreciated feedback. Please submit the electronic evaluation form that will be sent to you in a follow up email.

- This session has ended. Please go to your breakout session. If you were unable to preregister, the Zoom meeting IDs are below.

Session 2 (1:00 – 2:00 pm)

Event	Meeting ID
A Framework for Serving LatinX Students Through Transforming Hispanic Serving Institutions	996 8028 3102
Bridging the Digital Divide: Partnering with the Mt. SAC Library to Promote Tech Equity and Information Access	975 4873 8118
Title IX: Know Your Rights and Responsibilities	954 8570 8050
Break Down the Barriers to Student Success	963 6152 5499
One Book, One Campus Presents: The House on Mango Street In the Classroom	926 3971 7645
Adopting and Embedding Zero-Cost Textbooks into Your Canvas Course	930 8837 2400
The New & Improved Zoom in Canvas	958 4530 2454
Trauma-Informed Instructional Practices	937 8383 0271

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https://mtsac.libguides.com/faculty-copyright

MT. SAC LIBRARY

Copyright for Instructional Materials

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Overview

- Copyright Considerations for Faculty
- Library Services & Resources
- Librarian (Career Education)

Copyright Basics

Fair Use

Public Domain

Creative Commons

Course Readings

Audio or Visual Materials

Disclaimer

This guide is designed to provide basic, general information about copyright, and does not constitute legal advice. The links to third party sites in this guide are provided for your convenience. Mt. San Antonio College does not take responsibility for the content of these other sites.

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Copyright Considerations for Faculty

Moving your course online, or back to face-to-face? Uploading new materials to Canvas? In general, you have leeway under U.S. Copyright Law to make resources available to support student learning and equitable access. A few tips:

The Libraries are here for you.

Our **Course Reserves** team can support you in getting course materials (including readings and videos), purchasing and licensing materials where necessary, and reviewing relevant copyright issues. Your **Mt. SAC Library Liaisons** can also help identify relevant materials available in the Libraries' collections or freely online without risk of copyright infringement. If you need to upload or link to materials for students to access, these are great places to start.

Use what's out there.

The Libraries collections include millions of **books, articles, streaming videos, and other materials** to support your teaching without copyright concerns. You can also take advantage of videos, images, and other **content made available online under Creative Commons licenses**, which allow for reuse with attribution.

Leverage fair use.

Fair use becomes even more critical in an online or hybrid learning context where other exemptions in U.S. Copyright Law are more constrained. Fair use is an explicit part of copyright law that allows all of us to repurpose portions of copyright-protected works in contexts such as education and scholarship. Questions to ask as you upload materials for your students or create online lectures include:

- How does this material support my goals for student learning, and how am I contextualizing or transforming the material through lectures, assignments, etc.?
- Am I using only enough of the material to meet these goals? This may range from a few pages to an entire work in some cases.
- Is there a feasible way for students to access the material on the commercial market? Or is copying and sharing critical to their success in this course?

Lower risk with simple steps.

There are a few ways to share materials while easily lowering your risk of copyright infringement:

- Link to content: In general, linking to online resources (where you can identify and trust the source) falls within the scope of fair use.
- Limit distribution: When sharing materials, limit circulation to enrolled students. Remind them that the material is protected by copyright and shouldn't be distributed further.
- Mind the time: If you are posting lectures, readings, etc. to Canvas that contain copyrighted material, only make these available as long as necessary to meet the needs of your course. In the future, you may decide that fair use no longer to applies to some material.

Library Services & Resources

Course Reserves

What are Course Reserves?

Course reserves are course materials that an instructor has made available in the library for students to use. They include textbooks, books, DVDs, articles,

Mt. San Antonio College

the MAGIC MOUNTIE podcast

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You can search episode offerings by date, speaker, or theme. Some popular themes are Equity, Sustainability, and Student Voices.

Show [10 ▾] entries   Search: [   ]

Episode	Title	Speaker	Podcast	Transcript
⊕ 088	Connecting With Nature Part 3:	Yolanda Haro	Episode 88 Audio | Duration: 28:54	Episode 88 Transcript
⊕ 087	Connecting With Nature Part 2:	Lance Heard	Episode 87 Audio | Duration: 32:00	Episode 87 Transcript
⊕ 086	Connecting With Nature Part 1:	Sun Ezzell, Jared Burton	Episode 86 Audio | Duration 32:02	Episode 86 Transcript

Episode	Title	Speaker	Podcast	Transcript
⊕ 085	Creating Space For Student Voices	Amy Truong	Episode 85 Audio | Duration 19:15	Episode 85 Transcript
⊕ 084	Academic Support & Achievement Center: Creating A Virtual Culture To Serve Students	Sun Ezzell, Kristina Alvarado-Grassman, Gizelle Ponzillo	Episode 84 Audio | Duration: 43:02	Episode 84 Transcript
⊕ 083	The Writing Center: Fostering A Sense Of Community	David Charbonneau, Nicole Blean, and tutor Jackie	Episode 83 Audio | Duration: 42:10	Episode 83 Transcript
⊕ 082	Mt. SAC: United Against Racism	Sun Ezzell, Chisa Uyeki, Lance Heard, Kelly Rivera	Episode 82 Audio | 24:49	Episode 82 Transcript
⊕ 081	Dr. Seth Meyers & Livier Martinez: An Introductory Conversation About Mental Health & Loneliness	Dr. Seth Meyers, Livier Martinez,	Episode 81 Audio | Duration: 42:50	Episode 81 Transcript
⊖ 080	The Mt. SAC Library: Online Resources & Support For Faculty & Students	Sun Ezzell, Esteban Aguilar, Monika Chavez, Kolap Samel	Episode 80 Audio | Duration: 32:09	Episode 80 Transcript

Description

Host **Sun Ezzell** had the pleasure of talking with Mt. SAC librarians E**steban Aguilar**, **Monika Chavez**, and **Kolap Samel** to fin supporting the campus during this time of online learning. The Library has a wealth of support for online learning. In addition books, and 24/7 chat with a librarian that the Library has always had, they are now offering reference workshops ONLINE and half hour research appointment with a Mt. SAC Librarian!

This episode was funded by the Mt. SAC Title V Grant.

Date   May 26, 2020

Episode	Title	Speaker	Podcast	Transcript
⊕ 079	Distance Learning Center: SPOT Training & Other Tools To Support Online Teaching	Carol Impara, Catherine McKee	Episode 79 Audio | Duration: 34:14	Episode 79 Transcript

Showing 91 to 100 of 186 entries

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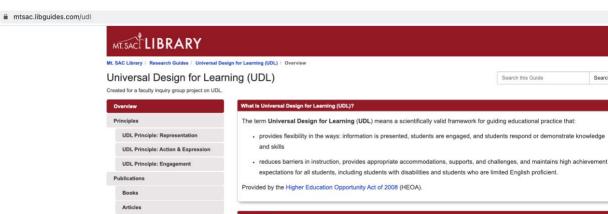Phone: (909) 274-7500, Campus Police: (909) 274-4555, Text-A-Tip: (909) 610-9139

https://mtsac.libguides.com/udl

MT. SAC LIBRARY

Universal Design for Learning (UDL)

Created for a faculty inquiry group project on UDL.

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Overview

Principles

    UDL Principle: Representation

    UDL Principle: Action & Expression

    UDL Principle: Engagement

Publications

    Books

    Articles

    Websites

Course Changes

    UDL Syllabus Rubric

    UDL Rubric for Online Instruction

UDL@MtSAC

    UDL FIG, 2015-16

UDL Trainings

What is Universal Design for Learning (UDL)?

The term **Universal Design for Learning (UDL)** means a scientifically valid framework for guiding educational practice that:

- provides flexibility in the ways: information is presented, students are engaged, and students respond or demonstrate knowledge and skills
- reduces barriers in instruction, provides appropriate accommodations, supports, and challenges, and maintains high achievement expectations for all students, including students with disabilities and students who are limited English proficient.

Provided by the Higher Education Opportunity Act of 2008 (HEOA).

UDL at a Glance

UDL Overview

UDL is an educational framework based on research in the learning sciences that guides the development of flexible learning environments that can accommodate individual learning differences.

Recognizing that the way individuals learn can be unique, the UDL framework, first defined by the Center for Applied Special Technology (CAST) in the 1990s, calls for creating curriculum from the outset that provides:

- *Multiple means of representation* to give learners various ways of acquiring information and knowledge,
- *Multiple means of action and expression* to provide learners alternatives for demonstrating what they know,
- *Multiple means of engagement* to tap into learners' interests, challenge them appropriately, and motivate them to learn.

Curriculum, as defined in the UDL literature, has four parts: *instructional goals*, *methods*, *materials*, and *assessments*. UDL is intended to increase access to learning by reducing physical, cognitive, intellectual, and organizational barriers to learning, as well as other obstacles. UDL principles also lend themselves to implementing inclusionary practices in the classroom.

Origins

The concept and language of UDL was inspired by the universal design movement in architecture and product development, originally formulated by Ronald L. Mace at North Carolina State University. Universal design calls for "the design of products and environments to be usable by all people, to the greatest extent possible, without the need for adaptation or specialized design". UDL applies this general idea to learning: that curriculum should from the outset be designed to accommodate all kinds of learners.

However, recognizing that the UD principles created to guide the design of things (e.g., buildings, products) are not adequate for the design of social interactions (e.g., learning situations), researchers at CAST looked to the neurosciences and theories of progressive education in developing the UDL principles. In particular, the work of Lev Vygotsky and, less directly, Benjamin Bloom informed the three-part UDL framework.

Wikipedia (May. 23, 2016). Retrieved with minor modification from http://en.Wikipedia.org/wiki/universal design for learning.

Attribution

This guide is adapted and modified with permission from *UDL-Universe: A Comprehensive Universal Design for Learning Faculty Development Guide*, developed through the Ensuring Access through Collaboration and Technology (EnACT) project, funded by the U.S. Department of Education, Office of Postsecondary Education (P333A-080027).