California Conference on Library Instruction

Same, But Different:
How 2020 stretched our teaching capabilities and strengthened our commitment to safety and inclusion

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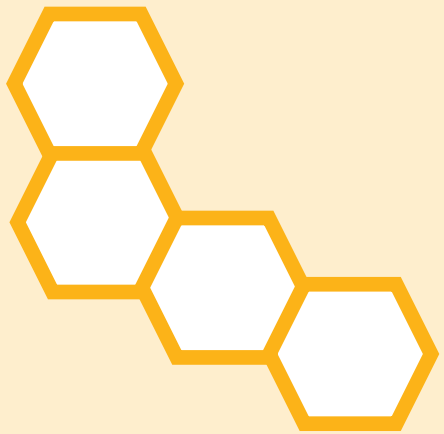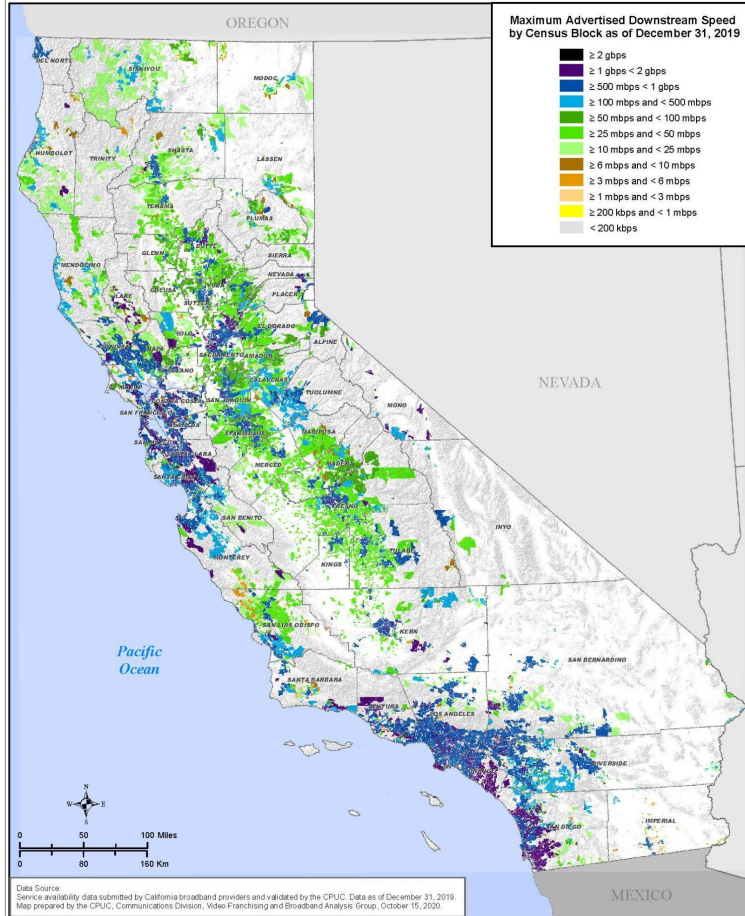
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STATE OF CALIFORNIA
Fixed Broadband Deployment - Consumer

Maximum Advertised Downstream Speed
by Census Block as of December 31, 2019

- ≥ 2 gbps
- ≥ 1 gbps < 2 gbps
- ≥ 500 mbps < 1 gbps
- ≥ 100 mbps and < 500 mbps
- ≥ 50 mbps and < 100 mbps
- ≥ 25 mbps and < 50 mbps
- ≥ 10 mbps and < 25 mbps
- ≥ 6 mbps and < 10 mbps
- ≥ 3 mbps and < 6 mbps
- ≥ 1 mbps and < 3 mbps
- ≥ 200 kbps and < 1 mbps
- < 200 kbps

Data Source:
Service availability data submitted by California broadband providers and validated by the CPUC. Data as of December 31, 2019.
Map prepared by the CPUC, Communications Division, Video Franchising and Broadband Analysis Group, October 15, 2020.

M. Wynn Tranfield, Doug Worsham, and Nisha Mody

When you only have a week

Rapid-response, grassroots public services for access, wellness, and student success

The cascade of events following the global outbreak of COVID-19 produced exceptional examples of camaraderie, collaboration, and resourcefulness. In this article, we share two ways UCLA Library public services staff came together to rapidly re-envision learner-centered library services and support in response to the COVID-19 campus shutdown. In both cases, library staff adapted existing services (e.g., workshop delivery and tutorial design) to embrace remote technologies and scale to meet the needs of a greater number of learners.

As students, staff, faculty, and librarians dispersed to their respective locales of isolation, a host of new information needs arose. At UCLA, in-person meetings were an established norm, despite staff offices being dispersed across a sprawling campus. Many librarians and staff members were already set up with access to collaborative software such as Slack, Confluence, and Asana. However, there was uneven adoption, and use of those platforms was already linked to overall comfort levels with technology.

Staff and lecturer ease with technology was an initial focus point for the larger institution, evidenced by preliminary campus-wide efforts to initiate staff and lecturers to Zoom and web-based teaching tools. Campus efforts focused on preparing lecturers for the coming quarter by providing technical support and transitional instructional design. Librarians hustled to the backend and immediately began purchasing electronic versions of course reserve material—a deviation from our previous print-only policy for textbooks. There was a tremendous emphasis on electronic material acquisition, both through our existing vendors and through newly opened platforms such as the National Emergency Library (NEL) and Hathi Trust.

Librarians quickly noticed gaps in the approach. First, most of the newly unlocked titles on these large platforms (NEL, Hathi-Trust) would not be used by first and second-year undergraduates. Most deep cuts are for upper-level research. Additionally, simply announcing access is insufficient for students unfamiliar with navigating library websites or catalogs for resources.

Data informing undergraduate information needs were provided by the campus first-year experience office following a quick poll of 50 primarily first-generation and transfer students. The office shared library-relevant responses, including anxiety surrounding Internet access, study spaces, social learning experiences, and technological adaptations. These anxieties were in line with library-sponsored surveys from earlier years, which indicated that undergraduates principally want access to course reserves

M. Wynn Tranfield is librarian, email: wynntranfield@library.ucla.edu, Doug Worsham is librarian, email: dworsham@library.ucla.edu, and Nisha Mody is lead for teaching and learning, email: nmody@library.ucla.edu, at the UCLA Library

Left Panel

YOU'RE INVITED TO

REMOTE CONTROL

A WEBINAR SERIES ON REMOTE LEARNING

How to Manage Your New Remote Classes

April 7, 1pm to 2pm

Find your best study environment, manage your time, and communicate needs to family and roommates.
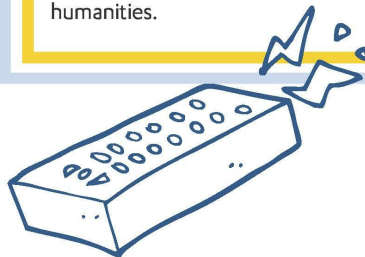
Making Connections

April 9, 1pm to 2pm

Join us for tips about how to build relationships with classmates, colleagues, and professors in the remote landscape.

Reading Efficiently

April 14, 1pm to 2pm

Let's talk about strategies to read more efficiently both in the sciences and humanities.

Right Panel

Remote Access - Get configured with VPN or Proxy

Created by Doug Worsham, Nadia Brooks, Michael Lima-Sabatini, Kate Pham, Natalie Selzer, Kian Ravaei, Hannah Sutherland, Zoe Borovsky, Scott Martin, Sylvia Page

When you are off-campus, you can still access millions of resources paid for by UCLA Library! These include e-books, articles, music, videos, and more! All you need to do is set up your computer for off-campus access to UCLA Library resources using a VPN (Virtual Private Network) or Proxy.

How does this work? Here's how four Bruins got their computers set up and ready to go for remote access!

VPN on Mac with Natalie

"I chose VPN for my mac because I need to be able to access the full text of articles on different browsers." - Natalie, Environmental Science
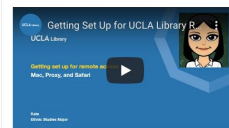
Download a UCLA VPN for Mac

VPN on Windows with Michael

"I chose VPN because I like the security it provides and the control it gives me as a user to manually enable or disable it when I'm browsing online." - Michael, Public Affairs

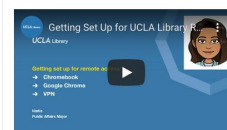**Download a UCLA VPN for Windows**

Proxy on Mac with Kate

"I chose Proxy because I prefer logging in through a web browser without having to download any software on my computer." - Kate, Ethnic Studies
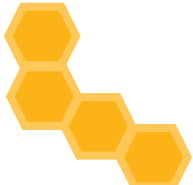
Set up a Proxy Server

VPN on Chromebook with Nadia

"I chose VPN because it is really simple to use!" - Nadia, Public Affairs
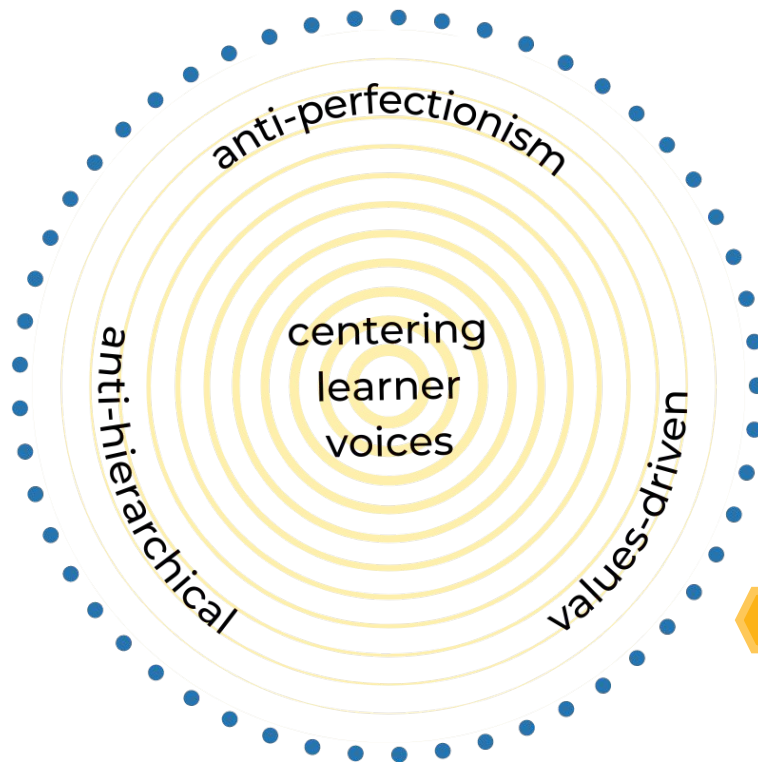
Set up a UCLA VPN for Chromebook

Jones, Kenneth, and Tema Okun. "The Characteristics of White Supremacy Culture." Showing Up for Racial Justice - SURJ, 2001. https://www.showingupforracialjustice.org/white-supremacy-culture-characteristics.html

Imagining antidotes to white supremacy:

- Centering learner voices
- Values-driven
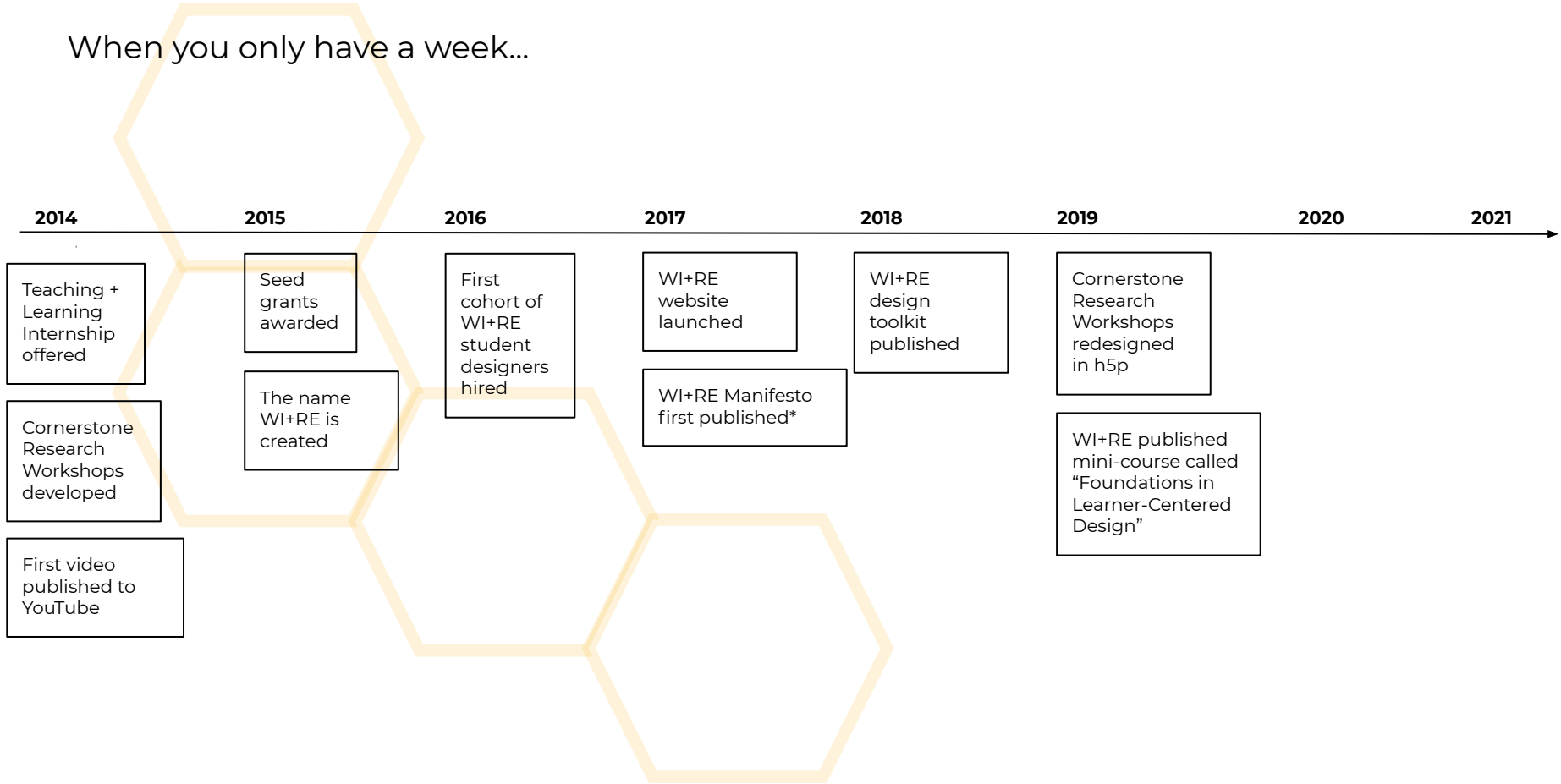- Anti-perfectionism
- Anti-hierarchy

anti-perfectionism

anti-hierarchical

centering learner voices

values-driven

March 2021

WI+RE

Creative
Team

When you only have a week...

| 2014 | 2015 | 2016 | 2017 | 2018 | 2019 | 2020 | 2021 |

Teaching + Learning Internship offered

Cornerstone Research Workshops developed

First video published to YouTube

Seed grants awarded

The name WI+RE is created

First cohort of WI+RE student designers hired

WI+RE website launched

WI+RE Manifesto first published*

WI+RE design toolkit published

Cornerstone Research Workshops redesigned in h5p

WI+RE published mini-course called "Foundations in Learner-Centered Design"
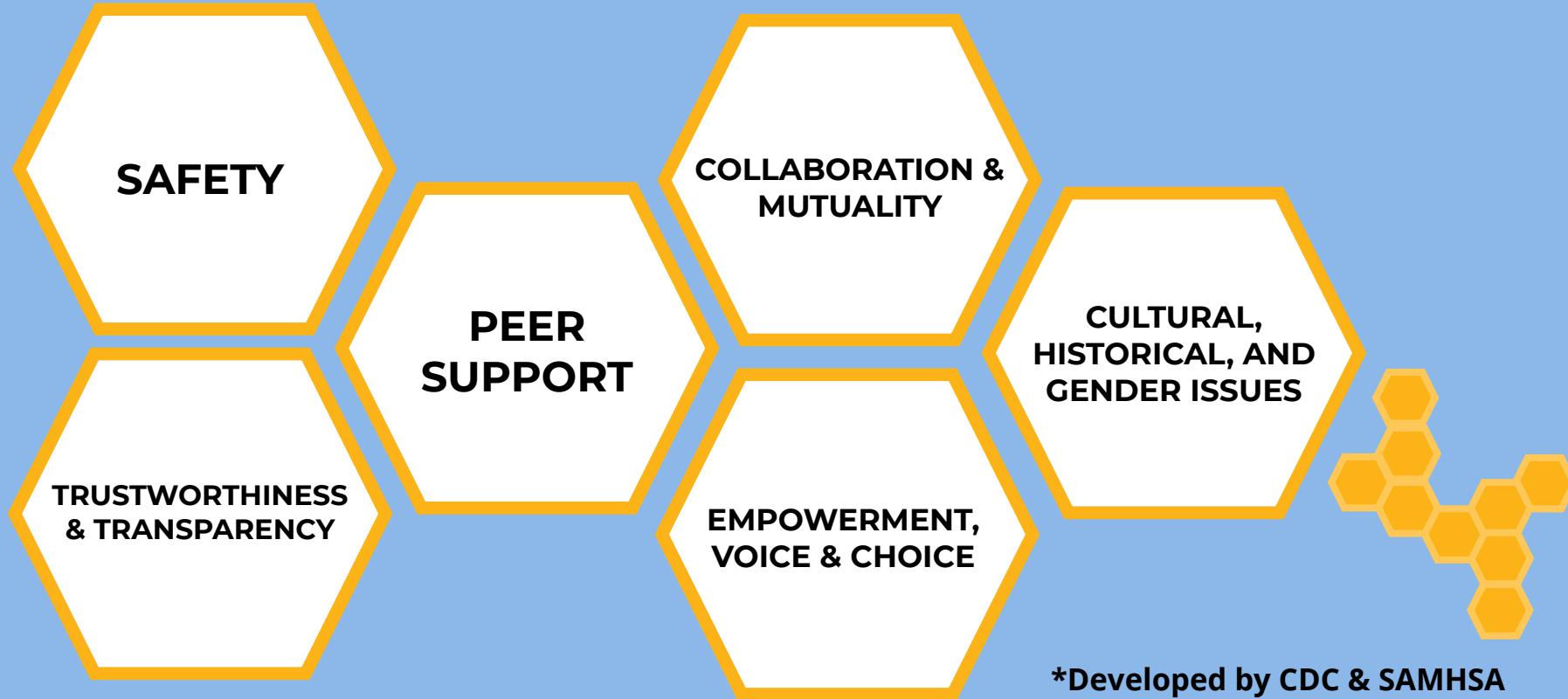
The WI+RE Way

WI+RE's shared values guide our collaborative approach to learning and design. In our work we strive to:

- **Foster memorable, meaningful, and transformative learning through learner-led design.**
- **Build imperfect solutions quickly and on purpose.**
- Be quick and practical.
- Reveal hidden challenges and expedite breakthroughs.
- Experiment with what we have on hand.
- Pursue universal design at every stage of the process.
- Design multiple pathways for learning.
- **Speak with our own voices.**
- **Celebrate our diverse communities.**
- Collaborate creatively.
- Share our work and engage with the world

bit.ly/wire-way

The WI+RE Way Aligns with Trauma-Informed Principles*

SAFETY

COLLABORATION & MUTUALITY

PEER SUPPORT

CULTURAL, HISTORICAL, AND GENDER ISSUES

TRUSTWORTHINESS & TRANSPARENCY

EMPOWERMENT, VOICE & CHOICE

*Developed by CDC & SAMHSA

Centering the Institution

paternalism | library traditions and bureaucracies | information-centered | authority | only one right way | commodification of difference

# Centering Learner Voices and Experiences

lived experiences | student-centered | critical pedagogy | listening | making space | decentering the library | challenging vocational awe

Ettarh, 2018
Jones & Okun. 2001.

"Joining the WI+RE team was definitely a super rewarding experience, there's always an inspiring spirit among our team. We can always bounce our ideas off of each other and give supportive feedback. I really like the idea of divergent thinking in the creative process and having a great team to spark new ideas. It also taught me to be creative in multiple ways and be able to apply my own experience as a learner when designing projects."

- Xinjian Cen, WI+RE Learner-Designer and UCLA Library Social Media Intern,
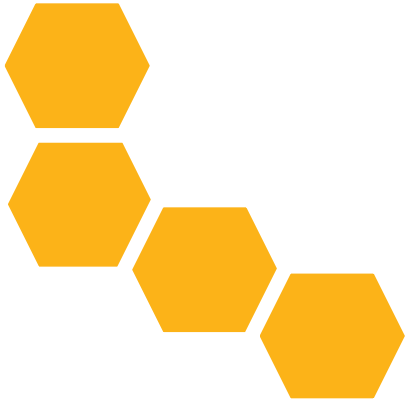
"I am really happy to be part of a team that works to celebrate and highlight diverse communities and voices in academic materials. It is rare to see positive and authentic representation of yourself when you are part of an underrepresented group, and it becomes really tiring to see 'inclusion' that is really just a tokenization of your community. I love that the WI+RE team intentionally seeks to highlight the many faces, voices, and experiences of the UCLA community in the materials that we make and the hidden challenges that we address. When you see people who look like you navigating academia and overcoming similar challenges, it helps you say, 'I can do it, too.'"

- **Renee Romero, WI+RE Learner-Designer / Co-Founder, Science Librarian**

VPN on Mac with Natalie

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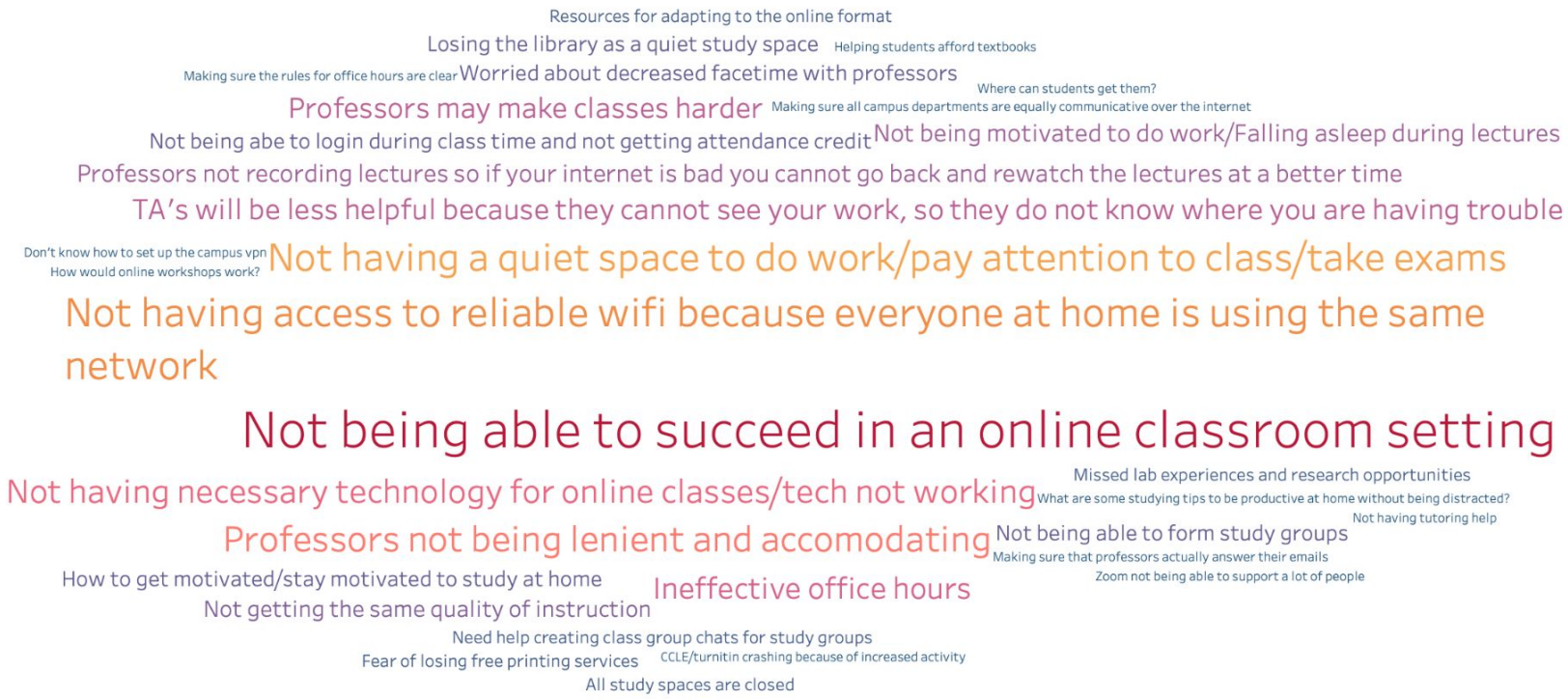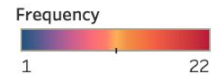
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"I chose VPN because it is really simple to use!" - Nadia, Public Affairs

4 Learner Perspectives and Approaches to Off-campus Access

Worsham, D., Brooks, N., Lima-Sabatini, M., Pham, K., Selzer, N., Ravaei, K., Sutherland, H., Borovsky, Z., Martin, S., & Page, S. (2020, May). Remote Access—Get configured with VPN or Proxy on Mac, Windows, and Chromebook computers [Tutorial]. https://uclalibrary.github.io/research-tips/get-configured/

Frequency
1   22

Resources for adapting to the online format

Losing the library as a quiet study space   Helping students afford textbooks

Making sure the rules for office hours are clear   Worried about decreased facetime with professors

Where can students get them?

Professors may make classes harder   Making sure all campus departments are equally communicative over the internet

Not being able to login during class time and not getting attendance credit   Not being motivated to do work/Falling asleep during lectures

Professors not recording lectures so if your internet is bad you cannot go back and rewatch the lectures at a better time

TA's will be less helpful because they cannot see your work, so they do not know where you are having trouble

Don't know how to set up the campus vpn   Not having a quiet space to do work/pay attention to class/take exams
How would online workshops work?

Not having access to reliable wifi because everyone at home is using the same network

Not being able to succeed in an online classroom setting

Not having necessary technology for online classes/tech not working

Missed lab experiences and research opportunities

What are some studying tips to be productive at home without being distracted?

Not having tutoring help

Professors not being lenient and accomodating   Not being able to form study groups

Making sure that professors actually answer their emails

How to get motivated/stay motivated to study at home   Ineffective office hours

Zoom not being able to support a lot of people

Not getting the same quality of instruction

Need help creating class group chats for study groups

Fear of losing free printing services   CCLE/turnitin crashing because of increased activity

All study spaces are closed

Concerns raised by students. Color shows sum of Frequency. Size shows sum of Frequency.

Remote Control Webinar Series
https://guides.library.ucla.edu/remotecontrol

Set boundaries within your physical learning environment:

Tip: If you're living with folks that might regularly demand your time, leave a schedule of your classes on the fridge or in a public space.

"I have a synchronous class during *this time* every week -- that means I'm expected to be an active participant and ask questions, just like if I was there in person. "

Ask housemates for help with the kids, or keep an arsenal of coloring materials/quiet toys around.

"I will be working on my course during *this* time slot each week."

"I really appreciate the snack you made, but it's my 'focus-time' -- I'll enjoy it later."

Remember: your Professors and TAs are experiencing this with you. Communicate early and often!

Outcomes Driven

quantity over quality | only one right way | product over process | progress is bigger, more | discomfort with feelings

Values-Driven

grounded | guided | shared | critical | reflective | engaged

Jones & Okun. 2001.

"As a new member of the team, one thing that has been most striking to me is the emphasis on expressing values through design. The WI+RE Manifesto sets the tone for each project, and it's extremely refreshing to work in an environment driven by collaborative feedback and improvement rather than criticism and stress. In my opinion, this atmosphere breeds both productivity and creativity, and I'm really excited to have the opportunity to be part of it."

-    Néha Gupta, WI+RE Learner-Designer

"The WI+RE way of providing empathetic feedback at all stages of a project has shown me what a gift it is to be vulnerable with your team and with your work. I no longer agonize over whether a project is "done" but instead, I consider whether it has incorporated as many voices as possible."

- Hannah Sutherland, WI+RE Learner-Designer. Instructional Design and Technology Consultant for Powell Library

Remote Control sessions were grounded in empathy
- Acknowledged that the library couldn't fix everything, but concerns were valid and shared
- Weren't concerned about outcomes, just trying to create a space for students to instill community

Session Goals:

Recognize and acknowledge that this quarter and this style of learning **may be challenging.**

Identify **tactics**, **strategies**, and **resources** that may help you reach learning goals.

Motivate yourself. make a plan for success - whatever that means to you right now.

What to Keep in Mind throughout the Quarter

- Acknowledge limitations
- This is a **GLOBAL** experience. Instructors and TAs are understanding - they are also coping
- There are resources to support you. Use them!
- Be *kind* to yourself!

Strategies for Taking a T...

- ▶ Introduction
- ▶ Part 1: General Tips and ...
- ▶ Part 2: Free Response Qu...
- ▶ Part 3-1: Example Short ...
- ▶ Part 3-2: Example Short ...
- Authors' Note on the Equi...
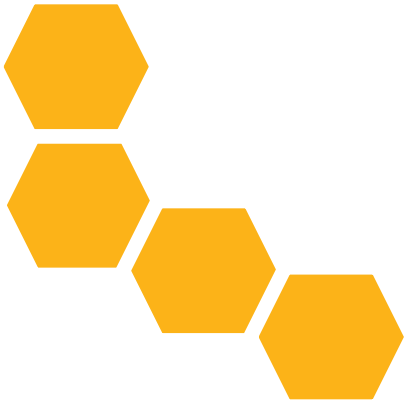
📄 Summary & submit

Authors' Note on the Equitability of Timed Exams

In the era of COVID-19 and remote learning, timed exams have come under additional scrutiny as to whether they are an equitable method of evaluation. Researchers have argued that the

"... instructors and educational institutions need to critically evaluate, if not outright remove, timed exams as a method of evaluation (Gernsbacher et al., 2020; Kim, 2020). The inherent concerns of this test style on certain groups of students during normal times are only compounded by the current pandemic, which has laid bare the disproportionate impact remote learning has had on some members of our collegiate student body."

Grollman, M., Ravaei, K., & Black, J. (2020, December 11). Strategies for Taking a Timed Exam [Tutorial]. https://uclalibrary.github.io/research-tips/timed-exams/.

should be prioritized wherever possible over timed evaluations. As students continue to take classes that utilize this format of evaluation, however, we hope this resource proves useful and hope that it is helpful even for untimed exams as well.
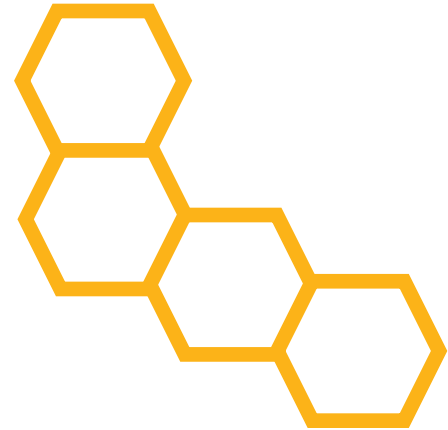
Perfectionism

lack of appreciation | pointing out inadequacies | people being "wrong" | focus on the "wrong" | mistakes are personal | lack of time for reflection | worship of the written word

Anti-perfectionism

happy accidents | generative mistakes | culture of appreciation | focus on learning & breakthroughs | purposeful experimentation

Jones & Okun. 2001.

"This is my first time in such a safe, accepting environment where I've had the agency to create to my heart's content. I love the skills I've gained, the projects I've made, and the fact that everyone can contribute their thoughts and ideas to each project. I'm my own worst critic, so the anti-perfectionism value has been amazing for me and has allowed me to explore a more curious side of myself. I'm more open to trying new things, and being okay with asking for help."

- Cymfenee Dean-Phifer, Learner-Designer, Center for Education Innovation and Learning in the Sciences

"WI+RE's philosophy of creating imperfect solutions quickly and on purpose has helped me in every area of my life. Certainly as an instructional designer, but also as a composer, a student, and a person in various social relationships. I don't have to get anything perfect the first time around — there's freedom in knowing I'll always have the opportunity to revise."

- **Kian Ravaei, WI+RE Learner-Designer, Lead Instructional Design Assistant, Science Libraries**

Remote Learning Challenges

- No weekly in-person classes to serve as reminders for course milestones (e.g. assignments), can make group work challenging

- For asynchronous classes, no set class times

- Access to technology/technical issues

- Remote Learning environment - both online and physical - can be distracting or not conducive to learning

Remote Learning Opportunities

- Collaborations with peers on a larger scale

- Access to Instructors and TAs

- Flexible learning schedules around personal preferences

- Engaging with new remote learning technologies and resources

- Safer for us and our communities!

How can we make the most of this?

Hierarchy

power hoarding | fear of open conflict | paternalism | degree/status focused | individualism | defensiveness | bureaucracy

Anti-hierarchy

feminist governance | collectivist | community-based | egalitarian | horizontal | equitable | relationships over bureaucracy

Jones & Okun. 2001. Nataraj, Hampton, Matlin, & Meulemans (2020)
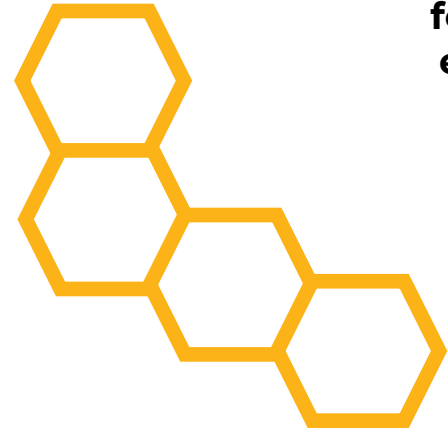
"In a professional context where job classification and school degree determine what I can (or cannot) do and how colleagues perceive my potential, the WI+RE ethos has been a breath of fresh, empowering air. I never doubt my voice being taken seriously by my fellow designers, which allows me to share my perspective freely. This egalitarian context erodes the competitive, self-sufficient mindset academic libraries usually engender, orienting me towards a more collaborative, empathetic way of doing library work for *and* with others."

- Christopher Lopez, WI+RE Learner-Designer and YRL Public Services Assistant
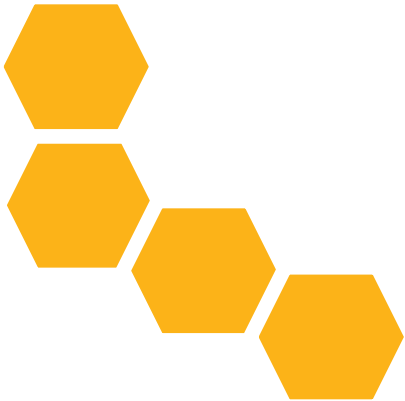
"Collaborating with professional staff and feeling like a valuable, co-equal contributor gives new meaning to the work. I felt much more confident sharing my ideas, and I think having that level playing field made me more open to constructive feedback because I felt like I was being approached as a respected colleague, not a naive student."

-   Michael Lima-Sabatini, Powell Library Inquiry Specialist

"I think many teams strive to create the kind of culture and community where every voice is valued and all feedback matters equally, but it is difficult to live out, as the structures we build in higher education often prioritize competition and hierarchy as a way to show expertise and skill level. I really appreciate that each person on the WI+RE team is committed to making an anti-hierarchical work climate where it does not matter if you are student, staff, librarian, campus partner, etc. - your input, perspective, and skills matter as much as every other member of the team and you are not constrained by traditional hierarchies. I learn so much from every person I work with and I love knowing that I am part of a team of people who care about each other and enjoy learning and growing together."

- Renee Romero. WI+RE Learner-Designer / Co-Founder. Science Librarian.
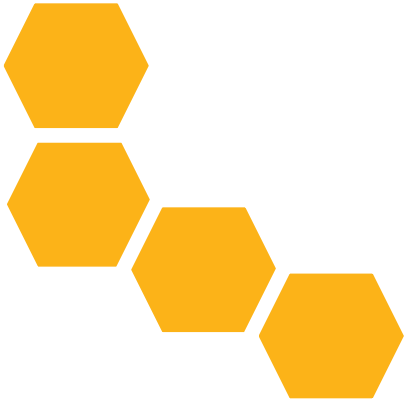
Inertia

stagnation | sense of urgency | quantity over quality | simplifying complexity | fear of open conflict | discomfort avoidance | defensiveness | fear of change | passive

Takeaways

reflections | learning | unlearning | tie-ins | connections | possibilities | next steps | moving forward

Jones & Okun. 2001.
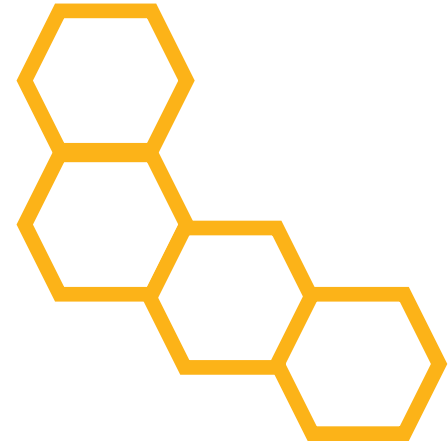
Mental Health During the Pandemic:
The Impact of Safety and Acceptance

"During the pandemic, about 4 in 10 adults in the U.S. have reported symptoms of anxiety or depressive disorder, a share that has been largely consistent, up from one in ten adults who reported these symptoms from January to June 2019" - Source: "The Implications of COVID-19 for Mental Health and Substance Use", - KFF.org and NHIS Early Release Program
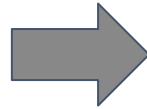
A large source of these mental health challenges is linked to isolation and job loss. Hearing feedback from students about feeling **safe, accepted,** and working **collaboratively**, even remotely, feels promising during a time of uncertainty and loss.

Defensiveness, Collaboration, Safety

- White supremacy culture includes defensiveness where "the organizational structure is set up and much energy spent trying to prevent abuse and protect power as it exists rather than to facilitate the best out of each person or to clarify who has power and how they are expected to use it"

- Collaboration, especially grounded in shared values, skirts this protection of power and provides safety

- The antidote to defensiveness is safety

Values-driven vs. Outcome-driven

- Starting with values can be grounding for individuals and groups.

- Using outcomes as a frequent starting point can lean on capitalistic notions of productivity, comparison, and it also relies on external validation and performance

- Values can inform the practical. If only outcomes inform the practical, quality and care may get lost in the process.
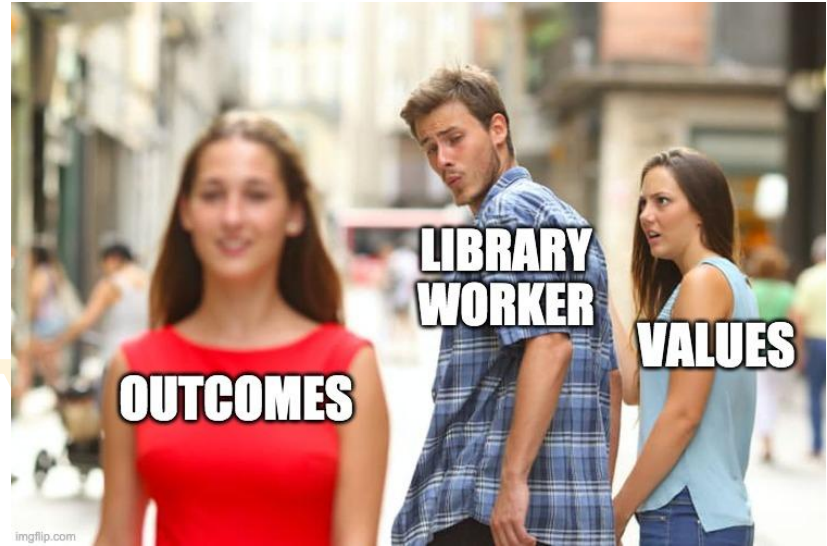
Shared values, anti-hierarchical collaboration, and happy accidents can challenge white supremacy and offer alternatives to traditional ways of working.
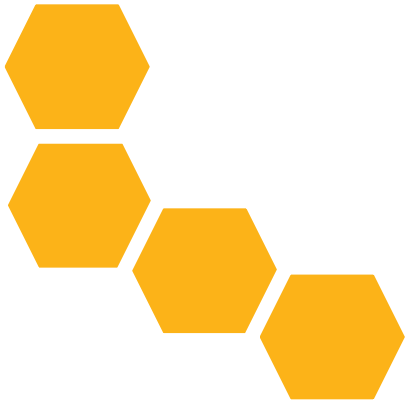
What is the role of values in your work?

Institutional

Organizational

Individual
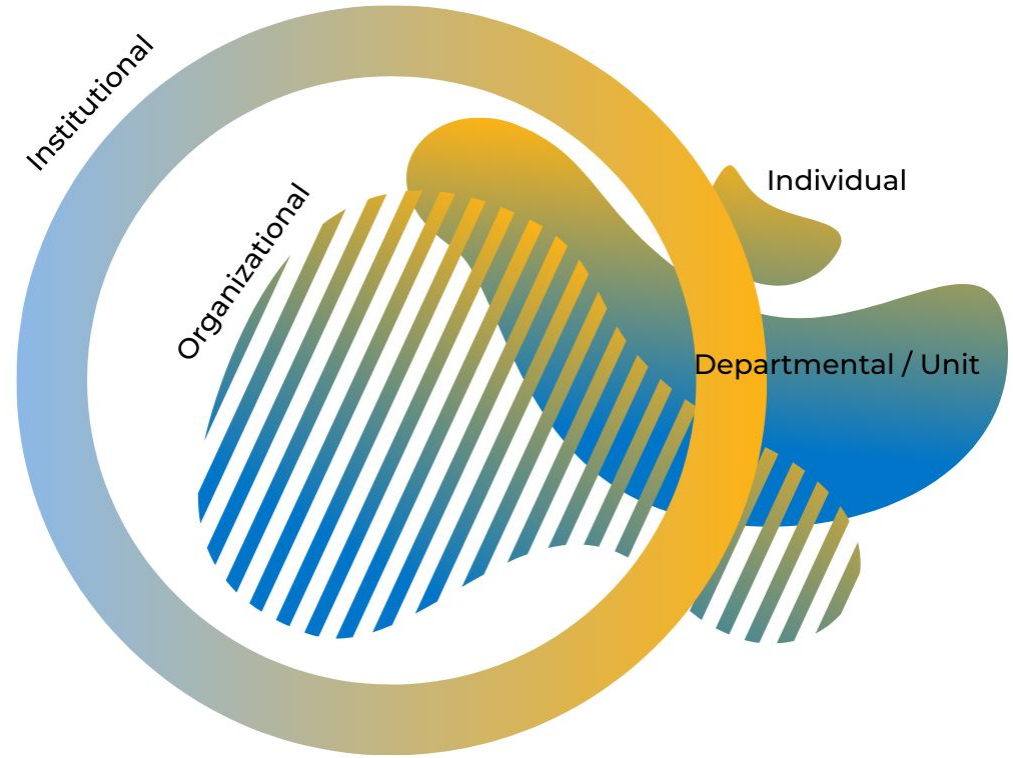
Departmental / Unit

1. How do your values influence your work?
2. Do you feel that you can talk about your values in the workplace?
3. Do your values align with your colleagues? Department? Organization?
4. Do you feel that you can be empowered to contribute shared values to your organization?
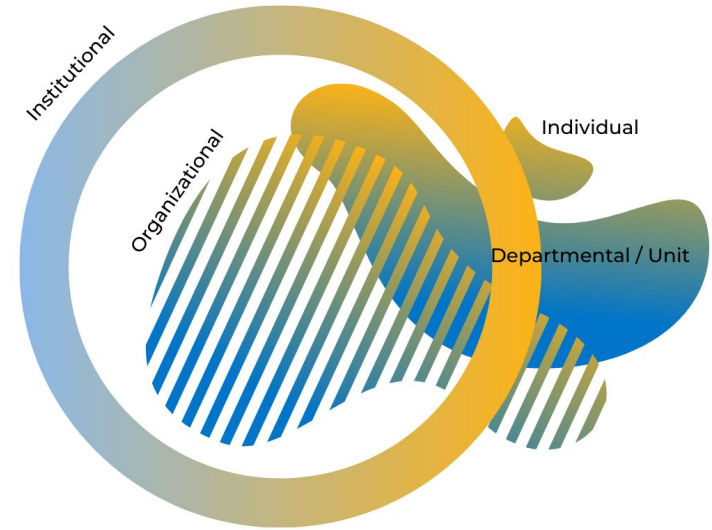
Resources

bit.ly/cclikeynoteresourcelist

1. Ettarh, F. (2018). Vocational Awe and Librarianship: The Lies We Tell Ourselves – In the Library with the Lead Pipe. In the Library With the Lead Pipe. https://www.inthelibrarywiththeleadpipe.org/2018/vocational-awe/
2. Harper, T., Mody, N., Ravaei, K., Romero, R., & Worsham, D. (2020). The WI+RE Way: A manifesto and a process for learner-led design. The Journal of New Librarianship, 5(1). https://doi.org/10.33011/newlibs/9/23
3. Jones, K., & Okun, T. (2001). The Characteristics of White Supremacy Culture. Showing Up for Racial Justice - SURJ. https://www.showingupforracialjustice.org/white-supremacy-culture-characteristics.html
4. Nataraj, L., Hampton, H., Matlin, T. R., & Meulemans, Y. N. (2020). "Nice White Meetings": Unpacking Absurd Library Bureaucracy through a Critical Race Theory Lens. Canadian Journal of Academic Librarianship, 6, 1–15. https://doi.org/10.33137/cjal-rcbu.v6.34340
5. Panchal, N., Kamal, R., & 2021. (2021, February 10). The Implications of COVID-19 for Mental Health and Substance Use. KFF. https://www.kff.org/coronavirus-covid-19/issue-brief/the-implications-of-covid-19-for-mental-health-and-substance-use/
6. Tranfield, M. W., Worsham, D., & Mody, N. (2020). When you only have a week: Rapid-response, grassroots public services for access, wellness, and student success. College & Research Libraries News, 81(7). https://doi.org/10.5860/crln.81.7.326
7. UCLA WI+RE. (2019). The WI+RE Way Manifesto. https://uclalibrary.github.io/research-tips/wire-way/.

Thank you!

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