if at first you don’t succeed

lessons from two semesters in the credit-bearing classroom

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hi, i’m grace!

she/her

Student Success Librarian for Online Pedagogy
teaching in libraries since 2018
session goals

- provide an overview and examples, not exhaustive analysis
- share honestly and openly about growing pains
- synthesize learnings across two semesters of teaching
- make space for productive reflections and conversations

Slides: tiny.utk.edu/ASERL23
time  

stamps

:05  context – where I'm coming from
:10  teaching – two approaches
:20  pains & pivots – turning things around
:35  lessons – continual learnings
:40  discussion / q&a
context
utk/ut libraries

AY 2020-2021

30,559  
total enrollment
24,254  
undergrad enrollment
5,512  
first-year enrollment

33,805  
total enrollment
27,039  
undergrad enrollment
6,846  
first-year enrollment

AY 2022-2023
"FYS 129 is a one-credit, pass/no-credit course that invites students to engage in a selected topic with a tenure or tenure-track faculty member at UT. These seminars have an enrollment maximum of eighteen students, so students and instructors will have a lot of interaction. Students are encouraged to learn, explore, and exchange ideas with first-year students who have similar interests."

UTK First-Year Programs
It's helpful to have a context for learning information literacy concepts — avoiding learning in a vacuum. It's even better if that context is related to learner experience.

Creating a course from the ground-up

Building a path and plan for learning in a larger scope takes practice. One-shot experience can provide a foundation and vice-versa.
Started my position  
Sept. 2019

Submitted my first proposal  
Oct. 2020

Submitted my second proposal  
Jan. 2021

Taught my first class  
Mar. 2022

Taught my second class  
Aug. 2022
two approaches

teaching
Asking questions about how information is created, valued, and shared by using social media as a topic

Using discussion boards and breakout rooms based on reading/watching/listening to provide community in learning

Incorporating critical information literacy*

Grounding the class in information literacy concepts

Creating a student-centered and active learning environment
semester two - fall 2022

social media and information

overview
Exploring the information we see, share, and create on social media
Using reflections and individual/group activities to provide engagement and community

pedagogy
Built on students' interests and lived experiences
Grounded in information literacy concepts
Intentionality and scaffolding

face-to-face - 18 students
turning things around

pains & pivots
curriculum
Planning
Creating content to span across a semester

Including materials and activities that tied to weekly topics

Scope – finding Goldilocks
<table>
<thead>
<tr>
<th>Unit 1: Social Media Basics</th>
<th>Unit 2: Social Media Under Scrutiny</th>
<th>Unit 3: Social Media and Others</th>
<th>Unit 4: Social Media and Us</th>
</tr>
</thead>
<tbody>
<tr>
<td>History and perceptions of social media</td>
<td>Influencers and trust</td>
<td>Social media and the media</td>
<td>Social media and community</td>
</tr>
<tr>
<td>Creating content: How we create</td>
<td>Ads and algorithms</td>
<td>Social media and news</td>
<td>Mental health</td>
</tr>
<tr>
<td>Creating content: When things go wrong</td>
<td>Evaluating information</td>
<td>Social media and activism</td>
<td>Why can't I stop scrolling?</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Being a good social media user</td>
</tr>
</tbody>
</table>
Reflection

Creating a weekly overview spreadsheet to track topics, activities, and material

Narrowing scope from culture (broad) to information

An activity-focused final unit
social media & information (2)

weekly topics

Unit 1: Social Media as an Information Environment
- Information environments
- How information finds us
- Fake news and misinformation
- Emotions and information

Unit 2: Participating in the Social Media Information Sphere
- Expertise, authority, and trust
- Building arguments and persuading people
- Evidence, evaluation, and accountability
- Discourse and sharing

Unit 3: The Social Dilemma
- The Social Dilemma screening
- Socratic Seminar
assessment
**assessments**

**Summative**

Relevant to the course, content, and learning goals

Worthwhile to students and not overwhelming

Related to skills and concepts needed in and out of university
Film Screening
• *The Social Dilemma* (a Netflix documentary)
• During class time
• Tying to concepts from the semester

Socratic Seminar
• Focused on asking questions, critical thinking, and dialogue
• Class time to create questions
• Seminar during penultimate class period
To find evidence for what was working

Accepting what I saw in the classroom

Finding positive notes from surveys
engagement
Disconnection
Having the same structure each week

Breakout rooms and group work unpopular and not consistently effective

Frustration on all sides
Student Feedback
Sharing preferences
Gauging responses to new methods
Continued check-in and session observations
feedback and reflection can grow confidence
there is room for mistakes
process as part of the process

No matter what I'm writing, designing, making, planning, or otherwise out-of-thin-air-pulling, I surrender to the process part of the process. I realize that nothing is perfect at first (except maybe a baby otter), and I welcome the messy imperfections of my process with open arms. Messiness is proof that I trust myself... so let's ignore the dirty coffee cups and donut shrapnel on my desk, okay?


thank you so much!

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