

Scenario 1: Introducing Grade 11 Students to Library Research

Grade 11 course, research project essay, two 15 minute introductory research instruction sessions

A teacher for a Grade 11 course wants to book time with the teacher librarian for two research periods at the start of a research project. The research project is an essay for which students have to choose their own topic, research multiple perspectives on the topic, and develop a thesis. The teacher is open to suggestions from the teacher librarian on how to support and develop students' research skills but can only give 15 minutes of class time in each of the two 70 minutes research periods.

You can choose any subject area for the scenario. Your group's choice of subject area can be based on a group member's real-life experience with a similar scenario. Think about the Frameworks discussed, the gaps and challenges of students transitioning to post-secondary, and the best practices discussed by Heather and Shelagh, to help you develop the instructional design these research periods as well as any resources you might create for this project.

Scenario 2: University/College Library Orientation

First year course, Large lecture hall, Invited to 2nd/3rd class of the semester, 50 minutes

You have been asked to a large lecture hall first year class in university/college that has students that are new to post-secondary. The faculty invites you in the beginning of the term, the second or third class of the term, to give an orientation to students to the library and basics of doing research in the library. The instructor has given you 50 minutes to deliver this IL session.

Note, if it helps, for this scenario, someone in the group may have a similar experience that you can focus on as an example. This person may have a particular course/subject area (i.e. sociology 101, or biology 101), and a particular institutional library to redesign the orientation as a group. However, this is not necessary to do the redesign.

Think about the frameworks discussed, the gaps and challenges of students transitioning to post-secondary, and the best practices discussed by Heather and Shelagh, to help develop and design this orientation session. Also, think about incorporating an active learning opportunity and the use of educational technology to engage with students. Have fun with it!