

AVID about Library Instruction: Integrating a college-readiness instructional framework to library instruction during Covid19

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ABSTRACT

In Summer 2019, several Texas Tech University librarians attended a training seminar offered to faculty and staff instructors by the AVID First-Year Experience (AFYE) program under the Division of Diversity, Equity, and Inclusion. Advancement Via Individual Determination (AVID) is a college-readiness coaching program designed to facilitate active and inquiry-based learning in student-centric learning environments. As a result of this training, librarians left with an AVID framework called Writing to learn, Inquiry, Collaboration, Organization, and Reading to learn (WICOR) and an instructional-design toolkit for active-learning and production-based approaches that are not necessarily a part of graduate-level coursework in librarianship. This poster will present the initial stages of a case study conducted by an instructional librarian early in their career with little formal pedagogical training who implemented these strategies into a library instruction course, LIBR 1100: Essentials of Scholarly Research. As the novel Covid-19 virus became a reality, this course had to transition from face-to-face to an asynchronous online format midsemester as a global pandemic ensued in March 2020. This research will illuminate the potential integration of AVID teaching strategies with the commonly used Association of College and Research Libraries (ACRL) Framework in library instruction. It will pay particular attention to learner-centric methods that will create highly flexible learning environments that extend beyond the physical classroom and into online or hybrid learning arenas.

ALISE RESEARCH TAXONOMY TOPICS

Academic Libraries; pedagogy; Education programs/schools; information literacy; online learning.

AUTHOR KEYWORDS

First Year-Experience; AVID; coaching; covid19; college-readiness