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SEEK Summer Bridge Program in the Hunter College (CUNY) Libraries 2018

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SEEK Summer Bridge Program in the Hunter College (CUNY) Libraries 2018

Learning outcomes

At the end of four 60-minute library sessions, students will be able to

- Generate questions based on material given in class
- Identify open-ended and researchable questions
- [Affective outcome] Measure a change in student attitudes about our library

NOTE: We will meet for daily post-mortems in which we will review reflections from that day and begin to prepare next session's review (e.g. M-W)

SESSION 1

Activity	Timing	Instructor cues	Materials
<p><i>Pre-test:</i> Students work independently on the ice-breaker as they come into the room. Put team names/folders on tables.</p> <p>*SEEK is putting the students into their teams this year, therefore they should know their team name when they come to us.*</p>	00:10	<p>Greet students at the door as they come in. Point them to the tables (where they can find their individual sticky notes) and to the whiteboard, where the directions for the activity will be written.</p> <p>Activity: Images of Batman posted around the room. Prompt:</p> <p>Make sure that students understand and are completing the activity.</p> <p>Remind students to sit with their assigned groups.</p> <p>Introduce yourselves and preferred pronouns, have students introduce themselves.</p>	<p>Box of supplies prepared for each session. Create Team folders in advance. Zines and hand-outs in box, as well. One post-it per student.</p> <p>Big stickies with images Individual stickies for students</p>
<p><i>Talk about students' feelings (as reflected on the post-its)</i></p>	00:05	<p>Instructors go around the room and try to summarize the words that they're seeing about students' feelings (Activity 1). This discussion will feed directly into Exercise 2 (below), where students identify their specific expectations for this class.</p>	
<p><i>Exercise 1: What do you expect?</i> Each group gets a large sticky to write their ideas/expectations.</p>	00:05	<p>Prompt: "When you saw that you had a library class on your schedule, what did you expect/what did you think would happen here?"</p> <p>After 5 minutes, we put all of the stickies up for the class to review, with instructor-led class discussion.</p>	Large sticky

<i>Look at Expectation stickies</i>	00:10	Similar to looking at the feelings stickies, have a brief class discussion around students' expectations, addressing what we will/will not be doing <i>in these 4 sessions</i> , what they can expect in classes like ENGL 120, and other ways they might address their expectations.	
<i>Brief introduction to the workshop material</i>	00:05	Transition from students' expectations. Instructors explain that we'll be meeting for 4 sessions over the next two weeks to talk about asking questions. We believe that question-asking is a skill that students already have, but that with some practice and fine-tuning, good question-asking skills will ease their transition to college-level work. We will be using comic books to help build familiarity with beginning the research process.	** Stress this part in the training session **
<i>Discuss the rules, as per QFT</i> Students take a couple of minutes to look at rules and consider whether each will be easy or difficult to follow and why. Encourage them to take notes on scrap paper. Then facilitate a full-class discussion, go group by group asking for individual students' take on each rule; take notes on board. Following discussion, give final prompt/question to the class.	00:05- 00:10	Guide the students enough that we know that they've thought about each rule. Try not to be too directive. Let the students determine for themselves. Each section might be different. Final prompt: How are the Rules different from the way we usually work?	Rule sheet (put in a word doc and project on the screen). Put a copy in the folder. Make grid on whiteboard, one space for each rule.

<p><i>Exercise 2: Brainstorming questions</i></p> <p>Each group will select a single comic panel (choices provided), and the groups will be instructed to ask as many questions as they can about their panel. They should take turns, making sure that every group member has a chance to speak, and alternating the “scribe” position.</p>	00:15	<p>Circulate around the room and listen.</p> <p>**If you find yourself starting to/wanting to give examples to or correct/direct students, STOP! And just restate/remind them of one or more of the rules.**</p> <p>Give a 5 minute warning when time is almost up.</p>	<p>Panel selections will be provided. We will have 1 copy of each panel in each class. Each will be accompanied by a blank sheet for questions.</p> <p>There will be one folder per group with team names already assigned. At the end of the session, collect their panels, questions and booklets all in their folders.</p>
<p>End of class reflection: <i>Now that you’ve written all these questions, what do you think we are going to do next?</i></p>	00:05	<p>Students will write reflections in their ‘zine, under Day 1. You will collect the zines, along with all other materials, in the appropriate folder for their team.</p>	<p>Put reflection into the zine</p>

SESSION TWO

<p><i>Recap from last session:</i> Before you return students folders, group discussion: <i>What is the point of all this?</i></p>	00:10	<p>Start session 2 with a review of the student reflections from the prior session. To be determined with teaching partner in daily meetings.</p> <p>Reminder to connect this work to students' poster projects.</p>	<p>For training session: discussion of how these re-caps will likely change, based on student responses to reflection and our overall feel for issues in the class. In our session 1 post-mortem and session 2 prep, we will put the finishing touches on the recaps.</p>
<p><i>Discussion: Question-asking process</i> Get students back in their groups and give their folders back to them. They should determine the following:</p> <ul style="list-style-type: none"> ● Total number of questions that they came up with ● First question ● Last question 	00:05	<p>First students make these evaluations in their small groups. Then they come together for class discussion.</p> <p>Show the panels on the board and write down each group's total, first and last.</p>	<p>We will provide digital images for this.</p>
<p><i>Exercise 3: Improving your questions</i> After large group discussion, each small group labels each of their questions as either O or C (for Open or Closed).</p> <p>Students should make one of their open questions closed, and one closed question open.</p>	00:20	<p>Instructors lead group discussion about open and closed-ended questions. Students generate criteria. Ask students if they know what each one is, ask students to show an example of each from their lists. Try to arrive at a working definition for each.</p> <p>Follow-up group discussion as needed. Discuss strengths and weaknesses of each question type (o & c) - students should generate these evaluations</p>	

<p><i>Exercise 4: Focusing your questions</i> Students interpret the focus as a small group, and then decide as a group which of their questions best address the focus.</p>	00:20	<p>We set the focus: Select the 3 questions that will best help you understand what's happening in this panel. As you're working with students on this, do <u>not</u> model or suggest focus questions. If you feel the need to help students, remind the whole class of the focus.</p>	
<p>End of class reflection <i>Now imagine a different focus - you are going to interview the person who made this comic book. Which three questions are appropriate for an interview?</i></p>	00:05	Again, responses written in their 'zines.	Collect folders (including zines)

SESSION THREE

<p><i>Recap sessions 1 & 2</i></p>	<p>00:10</p>	<p>Review the question-asking process from sessions 1 & 2. Talk about how the change in focus (end of session 2) changed the students' selected questions. Were there questions that were appropriate for both? How did students approach this challenge?</p> <p>Take a minute to review your group's focus questions from last week (questions that will help you understand what's happening in this panel). You'll need them for our first activity.</p> <p>Reminder to connect this work to students' poster projects.</p>	<p>Prompts to consider: different choice of questions based on context: different goals lead to different questions. What are the qualities of the interview questions, vs those for understanding the panel?</p> <p>For any question, what information do you think you'll get by asking the question?</p>
<p><i>Exercise 5: Reading for answers</i> Each <u>student</u> is given the full page that relates to his/her original panel. They are asked to read their page with their three focus questions in mind (understanding the panel). Students should take notes on whether their questions are answered (and what the answer is), can be partially answered, or can't be answered at all.</p>	<p>Read: 00:10</p> <p>Talk: 00:15</p>	<p>REASSURE: Both before and after the reading, remind students that we don't always find what we're looking for when we read. We can't always answer our questions with the first source that we use.</p> <p>If a student completes the reading/answering before the time is up, s/he can read through a second time, using different questions.</p> <p>Class discussion (as a think/group/share):</p> <ul style="list-style-type: none"> - What kinds of questions could be answered? - Could you partially answer any of your questions? - What kinds of questions could not be answered? Any idea why? - How do you use a reading to help answer questions? 	<p>One full page/student, dependent on what panel they used for first exercise</p>

<p><i>Exercise 6: Brainstorming questions: redux</i> Back to Rules for Asking Questions This is once again a group exercise</p>	00:15	<p>This time when you show the Rules, ask students which Rule was the most difficult last time, and why.</p> <p>Repeat the initial question asking process, but instead of asking questions about the single panel, the students will be asking questions about the entire page.</p>	<p>Each group will be using the full page that contains their panel.</p> <p>Put the question-asking rules on the board again.</p>
<p>End of class reflection (has 3 parts) (1) Write down one open-ended question from your group's full-page list.</p> <p>(2) Turn your open-ended question into a closed-ended question.</p> <p>(3) Where might you find the answer to this closed-ended question?</p>	00:05	Reminder: please don't suggest or model, but remind students that they can embrace uncertainties.	

SESSION FOUR

<p><i>Recap sessions 1-3</i></p>	<p>00:10</p>	<p>Discuss students' reflections from session 3. Based on their answers, do they need to review open/closed questions? What was the process like changing the question to an interview question? What are the differences b/w finding information from a written source v. asking a person?</p> <p>Reminder to connect this work to students' poster projects.</p> <p>Ask what other questions they have, going into last session.</p>	
<p><i>Exercise 7: Connect to scholarly article</i> Students work individually for this exercise. Each student will be given a copy of the article</p>	<p>Prepare: 00:05</p> <p>Read and question: 00:15</p> <p>Discuss: 00:15</p>	<p>Put slide up with article title & image. Think/Share: Based on the title and image, write one question you have about this article. Ask for a few volunteers to share.</p> <p>Students should read the article with their question in mind. Additionally, encourage them to make note of any questions they have or things they don't understand. They should also ask questions about anything that they would like to learn more about. They will then discuss in their groups (below).</p> <p>Focus: Imagine that you have to write a 5-page paper, and this is the first article that you've read. Select 1-3 questions that will help you get started with your research.</p> <p>Do a think/group/share. In the full-class share, each student posts one question on the board. You can do a</p>	<p>Article is an excerpt from: Dalbeto, L. do C. & Oliveira, A.P., (2015). "Oh My Goddess: Anthropological Thoughts On the Representation of Marvel's Storm and the Legacy of Black Women in Comics," <i>The Comics Grid: Journal of Comics Scholarship</i>. 5(1), p. Art. 7. DOI: http://doi.org/10.5334/cg.bd</p>

		<p>gallery walk so that students can look at each other's questions.</p> <p>Class discussion:</p> <ul style="list-style-type: none"> ● Make connections between their questions. ● Ask students to discuss how their question meets their assigned focus. ● Ask if the question-asking process was easier with the comics or with the written article. ● What would you ask these authors, if you could interview them? 	
<p><i>Post-test</i> Batman Returns</p>	00:05	<p>Using the Batman emotion posters, give students new stickies, "Now that you've worked in the library with us for 2 weeks, how do you think you will feel walking into the library on your first day of school?" First, students write their feelings (one word only) on the sticky. Then, they put the post-it on the image that best represents their feelings.</p>	<p>Batman emotion posters Little post-its</p>
<p><i>Advice for new students</i></p>	00:05	<p>Prompt: What's one question that every new student should ask?</p>	<p>Word bubbles</p>
<p><i>Final reflection (longer)</i> How will you (and your group) approach preparation for your interview project? What strategies that we used here will you use? And how will you use them? What do you still need help with?</p>	00:05	<p>Remind students to write this on the back of their book. They can take a picture and email them to us at smargo@hunter.cuny.edu</p>	<p>Zines, back cover</p>
<p>Treats!</p>		<p>While students are eating treats:</p> <ol style="list-style-type: none"> 1. Remind them to take their booklets with them 	<p>Popsicles</p>