Empathy-driven
Online Learning
during a Pandemic,
Black Lives Matter
Uprising, 2020
Presidential Election,
and, and, and...

PRESENTER:

## **Criss Guy**

### Background

Teaching information literacy online in fall 2020 was...difficult. I drew on multiple sources to center empathy in my pedagogy to make research less daunting for UNC-CH undergraduates in first-year writing courses.

### Sources

Cooke, N. A. (2020). Critical library instruction as a pedagogical tool. *Communications in Information Literacy,* 14(1), 86-96.

https://doi.org/10.15760/comminfolit.2020.14 .1.7

hooks, b. (2014). *Teaching to transgress: Education as the practice of freedom*.

Routledge.

https://doi.org/10.4324/9780203700280

Klipfel, K. M., & Cook, D. B. (2017). *Learner-centered pedagogy: Principles and practice*. ALA Editions.

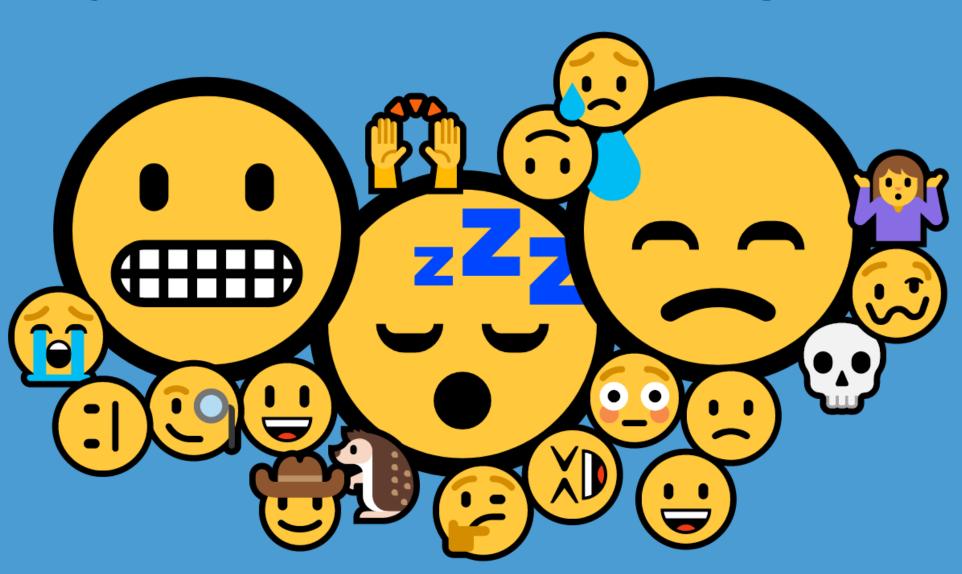
Torres, J., & Stivers, J. (2020, June 24).

Healing reading trauma: rebuilding a love of reading through libraries for liberation.

[Conference session]. ALA Virtual 
Community Through Connection

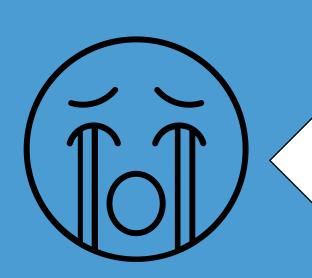
Conference, online.

# What emoji describes how you feel about doing academic research right now?



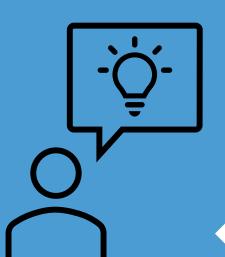
I used Poll Everywhere to check in with students during synchronous online one-shot lessons.

# Principles and Strategies



Acknowledge our full lives

- Say that things are not great in the world when they are indeed not great
- Start with a confidential check in question



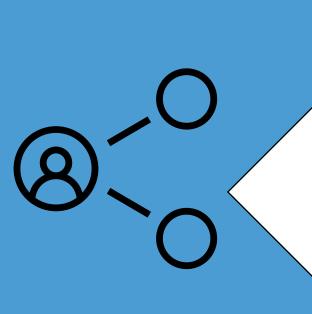
Foster authentic research interests

- When appropriate, show how you would choose a personally meaningful topic
- Prioritize topic development activities



Account for trauma-centered narratives

- Include content warnings if working with difficult subject matter or material
- Let students, especially students of color, choose to engage with difficult material
- Include alternative resources and activities that do not center traumatic narratives

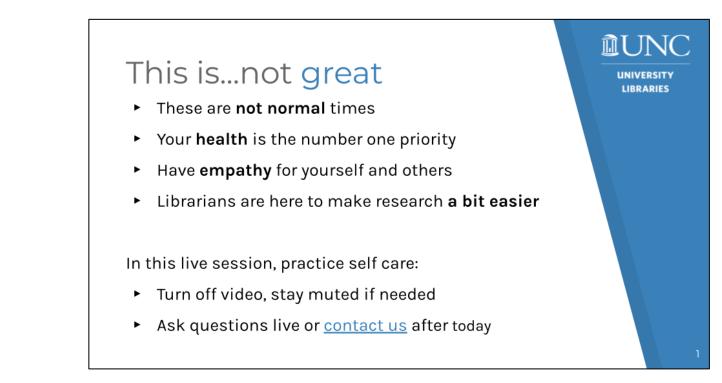


Provide multiple ways for students to engage

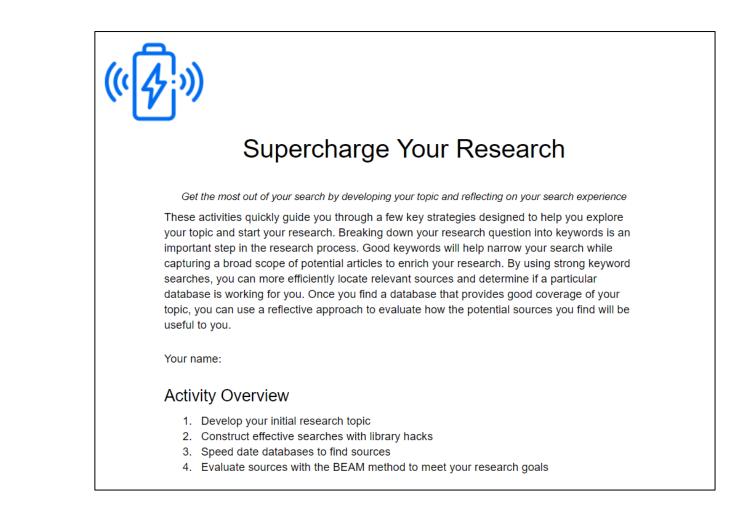
- Record lesson if possible
- Let students participate via chat, confidential prompts, and or audio
- Share your slide deck
- Include worksheet to scaffold research process
- Convert long recording into short, captioned video playlist (asynchronous)

# **Examples**

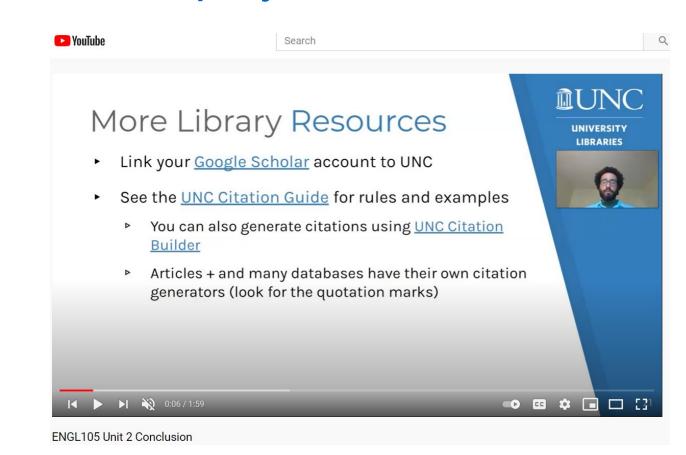
## "This is not great" slide



### Library worksheet



#### Video playlist



#### Reflections

Centering empathy can lower the stakes of virtual learning. This can increase student engagement with library staff during and after class sessions.

We can use online strategies during in-person instruction.

Centering empathy in learning design is challenging but can improve learning and teaching experience.

I completed this work in my former role as a Carolina Academic Library Associate at UNC Chapel Hill which began in fall 2019 and continued through spring 2021.

