



Unplanned Switch To Remote Learning: Library Asynchronous Modules for a Hyflex Course

Boston Library Consortium. Science Librarianship in the Time of COVID-19. January 13th, 2021.

Michelle Price, St. John Fisher College, mprice@sjfc.edu



St. John Fisher College



- Primarily Undergraduate Institution (PUI)
- Located near Rochester in Upstate New York
- Undergraduate population is heavily residential
- One campus, one library
- Library Liaison program to disciplinary Majors
- Face to Face classes held on campus Fall 2020.





Challenges of Hyflex for Library Instruction

Hyflex Lab Session = Group A (2 hours) + (40 minute Break for Cleaning) + Group B (2 hours)

1

Synchronous Location Restrictions

In person group work \neq 6 feet distance.
Finding a place to sit for synchronous
Zoom before/after lab would be
difficult.

2

Addressing Remote Students

Due to precautionary quarantining,
students needed to be able to attend
class sessions remotely when
necessary.

3

Shortening the Lesson Time

Hyflex meant less time for synchronous
instruction.

4

Librarian Fatigue

A synchronous schedule would have
meant six class sessions in a three day
period.



Revisions: Objectives

The lesson objectives were tweaked to focus on basic CSE Journal construction and searching skills.

- ~~1. Describe the relationship of NCBI databases to each other and to external specialty databases.~~
2. Construct and compare search strategies using PubMed and/or Gene to find articles on a particular gene.
3. Construct a CSE citation for a ~~figure/table in a journal article and online images.~~

Additional Lesson Plan and assessment information available here:

<https://sites.google.com/a/sjfc.edu/michelle-dubaj-price/events/biol311>



Revisions: Lesson Plan

Pre-class Work + In Class Synchronous

1. Preclass: PubMed, Gene Tutorial + Quiz
2. Class discussion on Gene & PubMed
3. Practice building PubMed & Gene Searches.
4. *POGIL activity on citing figures, tables & images*


Two Week Asynchronous Period

1. PubMed, Gene Tutorial + Quiz
 2. *Assignment: Search Practice Worksheet
 3. *Assignment: Submit CSE Citations
- * required. Feedback provided by librarian

Inside the Lesson

- Content Management
- New Learning Objects
- Formal Librarian Feedback


| Date Created | Date Submitted (or Saved) | Value | Feedback to Learner |
|-------------------------|--|-------|---|
| Oct 28, 2020 9:09:39 PM | Oct 28, 2020 9:09:39 PM (Completed) | 0.00 | Indent second and additional lines. Abbreviate journal titles. keep doi all lowercase. good job. |



Pubmed and Gene

Inside this folder:

- PubMed Tutorials
- PubMed Self-Assessment
- Gene Tutorial
- PubMed & Gene Worksheet to complete and turn in.

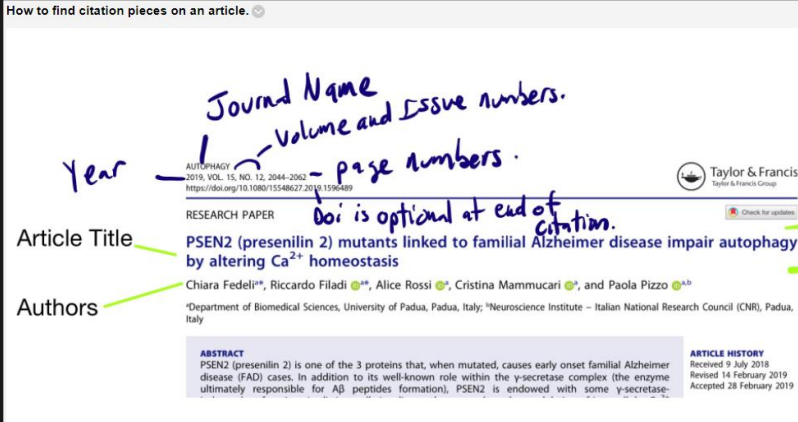


Citation Information

In this folder:

- CSE references assignment
- Information on Review versus Original Research Articles
- Screen shots to help with CSE reference construction.

How to find citation pieces on an article. ☺



Year — 2019 — Journal Name — AUTOPHAGY — Volume and Issue numbers. — VOL. 15, NO. 12, 2044-2052 — page numbers. — 1556-1559

Article Title — PSEN2 (presenilin 2) mutants linked to familial Alzheimer disease impair autophagy by altering Ca²⁺ homeostasis

Authors — Chiara Fedeli^{1*}, Riccardo Filadi^{1*}, Alice Rossi^{1*}, Cristina Mammucari^{1*}, and Paola Pizzo^{1,2}

[Check for updates](#)

ABSTRACT
PSEN2 (presenilin 2) is one of the 3 proteins that, when mutated, causes early onset familial Alzheimer disease (FAD) cases. In addition to its well-known role within the γ -secretase complex (the enzyme ultimately responsible for A β peptides formation), PSEN2 is endowed with some γ -secretase-

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Received 9 July 2018
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Move to Remote Learning

Due to data from our COVID-19 monitoring programs, St. John Fisher College switched to completely remote instruction during the Fall semester before Thanksgiving.

Classroom Implications:

The library asynchronous sessions were slated for the first week of remote learning serendipitously. Purposeful instructional design with regards to challenges, allowed for a seamless transition in instruction. The library piece alleviated conversion pressure for classroom instructors.



Michelle Price, MLS, MA

Science, Health Science and Special
Collections Librarian

I am the liaison to the Wegmans School of Pharmacy, the Wegmans School of Nursing and the Departments of Biology, Chemistry, Physics, Computers Science, Mathematics and Statistics. Committed to personal interaction and library instruction, I empower the St. John Fisher College community to find answers to their questions. MLS, SUNY Buffalo; MA Secondary Education, Southeast Missouri State University.

mprice@sjfc.edu, 585-899-3743