SEEK Summer Bridge: an internal collaboration

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Zine, Comics

SEEK
SUMMER BRIDGE
2015

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Libraries
library.hunter.cuny.edu
Buttons, Students in action...
nope
bEEK Summer Bridge Program in the library

Learning outcomes
At the end of four 50-minute library sessions, students will be able to

- Generate questions based on material given in class
- Identify open-ended and answerable questions

Project goal
We are exploring what kinds of affective issues might prevent students from feeling comfortable interacting with library resources and faculty/staff. In future iterations of this project, we expect to be able to add an affective outcome to our list around this target.
Exercise 1: Brainstorming questions
To begin this exercise, students will be grouped in groups of 4, and will remain in these groups for the remainder of the 4 sessions. 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.

00:20
Remind students that questions can be big, small, simple or complex, but try not to give them an actual sample questions. If there is something that the student knows as a fact, s/he should rephrase it as a question just like properly. These can be questions that may or may not be possible to answer.
In total, we'd like to provide about 15 minutes of question-asking time with the students alternating among who is asking the question, and who is recording the questions. Each student will ask one question, before passing the mic to the next student, so that each student will be asking questions throughout the exercise. We expect to get through about 5-10 minutes of question-asking in this session. Collect the panel(s) and the questions at the end of the class – be sure that the group members' names are on it. They will get it back next time. Let students know every 5 minutes.

10-20 panel selections will be provided. We will have 2 copies of each panel in each class. Each will be accompanied by a blank sheet for questions.
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.

Recap from last session:
Before you return students to folders, group discussion: What is the point of all this?
Discuss how and why asking questions is important to the research process – both for college research papers and for research on the job/for their personal life. While this is often a step that we skip, it is valuable to take the time to ask yourself some questions before you start – and to think about research as a process to get answers for your questions.

Exercise 1: Brainstorming questions, pt 2
Get students back in their groups and give the panel and the questions back to them. They should determine the following:
- Total number of questions that they came up with
- First question
- Last question

00:20
Start session 2 with a reflection on session 1 that they write in their tiny books. Their prompt should be something along the lines of: "Why are we studying questions in the library? How is this supposed to help me?"

We will print tiny stickers with the prompt. We will magically stick these in the students' books before they come to class. Poo!
* Intros first
  * More set up/exposition
  * When it is related to research process
  * Start of the research process

**SEEK 2015 #11**
* Timing was faster than anticipated
  * Better ways to encourage the "Le words"
  * Specify/Sentence or 6 random words

* Question process seemed to flow well
  * Encouraged use of little notebook to write down common themes/words from Oscar panel
  * Is there a way to explicitly use the bucket in sessions 2-4
  * Give the book a purpose

* Supplies
  * Better/larger tape
  * Magnets

* Logistics of panel
  * Taping/viewing
  * Booklets/zines got unfolded
For the future:
* Money expectations in Day 1, 6 of what we will be covering, then what we will do
* Possibly give each group the same panel?
* Room 109 is a problem, for group work bloc of computers
* Set it up that in college you’re going to have to think about:
  * Approaches differently,

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| • Ask who would trade panels?  
  * Did you already know something about the characters? |
| • Ask them why the questions chosen were the most interesting |
| • Don’t have SM/SL/CSB write on board because it messes up the dynamic |
| • First/last/most interesting needs some more discussion about why, bring to whole class into the discussion |
| • There are no “right” answers in college research |
| • Will have to work more independently |

• Using the example of meeting/getting to know a person to set up the question asking process |
• Get to the evaluation part more quickly |
• What they think they need to know vs what we know they need to know
Are they villains or superheroes? What is the significance of villains in superhero comics?

Model question:

Who are they?
What do they represent?
What does the villain's power?

How are the villains different in Batman vs. Wonder Woman?

Game: Ask me Anything
- Alternate yes/no vs. open-ended
- Go around the room so everyone participates
- Talk about most interesting in general
- Their most interesting in context? Why? (can be more than one answer)
- You want to be a real librarian?
- You want to find something?
- You want a job in the library?
Article analysis
- Themes
  - trying it into a movie/pop culture

Use other aspects of pop culture (movies, TV...)
- Some other archetype or theme

Use the article citation
- A transition to talking about using the library

Comic section → bring themes into curriculum/power of comics on a theme

Early exercises were good practice

Last class - should we make it all about the library?

Library as mid-lesson worked better

Criteria - open-ended/impact
- add in something about inviting in other sources
- Scholarship as a conversation
  - invites discussion rather than open-ended
- Difference by asking the author for multiple information vs engaging with other sources

Managing expectations again
- balance blur library scope into vs. broad concepts
- add a list to the back of what we will/won’t cover
- integrate booklet more fully into the lesson

Maybe too much focus on comics rather than concept as a jumping off point
- instead of panel - page
- go from panel to another scene (cliff, once, back, etc.)

Manuscript - is there a way to help students get a better handle on this?
LIFE’S FULL OF QUESTIONS ISN’T IT BATMAN? THOUGH, NATURALLY I PREFER TO THINK OF THEM AS RIDDLES.