

LIM 511: Lesson plan – Part 1

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Institutional Context

I will be teaching an hour-long workshop to staff and faculty at Wayne State University (WSU) Libraries, Detroit on including sustainability in daily living as part of the sustainability drive on campus. WSU has established sustainability initiatives stemming from the Office of Campus Sustainability, based on the fundamental sustainability pillars of environment, economy, and community (WSU, 2021). Furthermore, the vision of WSU is to “be a leader among urban research universities in research, education, information, operations and activities related to environmental, social, and economic sustainability” (WSU, 2021, para. 3). However, after an in-depth review of the services, I found that the library, which is the heart of the campus, is not directly involved in any of these initiatives. Furthermore, sustainability is also not tied to the mission, values, and behaviors of the library, which it should be as it is a core value specified by the American Library Association (ALA) (ALA, 2020). As WSU proposes to be a leader in sustainability for urban universities, it is necessary to enhance the library’s sustainability efforts. To do this successfully, it is necessary for library staff and faculty to understand the fundamentals of sustainability. A series of workshops has been introduced to explain different concepts of sustainability, such as personal sustainable efforts and sustainable efforts in the library. This workshop will focus on how to include sustainability in daily living, and will be conducted in person. It will be available to any faculty and staff, and therefore, will be difficult to predict who will attend, and what their levels of sustainability understanding are. I will be open-minded and authentic, trying to be empathetic to help attendees with different levels of

interest in sustainability. This will provide an environment for information transfer and retention (Klipfel & Cook, 2017).

Instructional Goals

Staff and faculty will be able to recognize measures of sustainability that they are already incorporating into daily life, and will be able to include new measures of sustainability. By recognizing sustainability and including it in their actions they will be able to inspire students through their philosophy and actions, and thus will uphold the mission of WSU. In addition, this will also potentially prompt the development of other sustainability initiatives, to ultimately follow through with the ALA values. Ultimately, sustainability will become embedded in the core of WSU Libraries through learner-based pedagogy, as illustrated by Klipfel and Cook (2017), as it will become second nature to staff and faculty.

Essential Questions

It is necessary to establish essential questions that reflect the audience that the lesson will be taught to (Klipfel & Cook, 2017). In addition, these questions should result in interest and enquiry into core content, resulting in opportunities for relevant information transfer (Wiggins & McTighe, 2005). In this case, it is unknown what the staff and faculty already know regarding incorporating sustainability into daily life, and there is likely to be a range of activities. Where possible, no assumptions should be made regarding the level of sustainability being incorporated into daily living, and the workshop should be planned in such a way as to include varying levels. Some examples of essential questions that could be asked during the workshop are listed as follows:

1. What is sustainability?
2. Why is sustainability important to information professionals?

3. What sustainability measures am I already including in my daily life?
4. What sustainability measures can I included in my daily life?
5. How can these sustainability measures be incorporated into my LIS profession?

These questions have been selected to ensure that the goals of the workshop are met. The first question will encourage staff and faculty to think about what sustainability is, and what it means to them. By understanding this, they will be able to share this understanding with their peers. It is necessary to acknowledge that there will be different opinions and perspectives on sustainability, and to encourage active enquiry. The second question encourages staff and faculty to think about why sustainability is important in Library and Information Science (LIS), and how this relates to the provision of information and services to benefit the community and stakeholders. The third question helps staff and faculty to assess what aspects of sustainability they are already including in their daily lives. This will help them to recognize aspects of sustainability and be able to articulate this considering sustainability. In addition, this will provide them the opportunity to discuss various aspects of sustainability with their peers, and provide feedback to each other. The fourth question will help them to intentionally consider what other aspects of sustainability they can include in their daily lives. The fifth question helps to illuminate how these sustainability measures could be transferred into their professional work. Some of these aspects could be initiated through peer discussion of the previous questions. Outside of this workshop, those who participated can use the information learned to be more intentional about sustainability, and incorporate more aspects into their daily lives, which is likely to filter to their professional lives.

Participant Knowledge and Skills

By the end of the workshop, participants will understand sustainability, will be able to understand why sustainability is important to LIS professionals, what aspects of sustainability

they are already including in their daily lives, and how to include additional aspects of sustainability in their daily lives, personally and professionally, going forward. They will then be able to use this knowledge professionally to uphold the mission of WSU regarding sustainability.

References

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Wiggins, G., & McTighe, J. (2005). *Understanding by design* (Expanded 2nd ed.). Association for Supervision and Curriculum Development (ASCD).