

The background features a light orange gradient with a large white circle on the left side. To the right of the circle, there is a cluster of colorful, 3D geometric shapes in various colors including orange, yellow, purple, blue, green, and pink, arranged in a somewhat chaotic but artistic manner.

# **Zoom + Slides Activity + Form Activity = Student Success**

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# Thinking about the move...

Zoom is the classroom

Instruction will be synchronous

How can instruction be interactive?

What is possible and effective:

- First year students

- Must build off “flipped” content created by library

- Address source evaluation – writing for disciplines



cle (these are what you want)?

ating articles written for the humanities. Scholarly articles writte.  
film, TV episode, etc.

document

Use these types of	Place a checkmark here for Humanities	Social science / Science (your article follows this fo
: Does the article oric, discourse, framework, , analysis, text (could be book, comic)		Context Clues: Does the articl mentions, Number of participa words such as "this study," "th suggests," "a survey was give
sections are generally manities scholarly ugh not always and might marked.  references often in MLA mat		Article generally follows wr the (ImRAD) format; use science/science articl  Introduction Methods Results Analy Di

# Evaluation with Forms

Students examines a character –problematic representation

Evidence – Scholarly apply “theoretical lens,” disabilities studies

Resources– Needs beyond “ASP” as introduced recommended databases

Evaluation –Reading abstract(s) and articles to determine if article meets needs.

Activity – Humanities vs. Science/Social Science



# “Forming” an evaluation frame

Instead of a pen to paper activity use FORMS

Note: provided [instruction](#) before activity

Linked activity in [Libguide](#) created for class

Curated articles from two disciplines: #1 and #2

Create image(s) (w/snag it) – bring into forms

Form activity ask students to read abstracts of each article (one at a time)

Students answer questions asked by librarian

## Activity - Evaluating Articles types

### Article #1

This is an Abstract for an article. Read the abstract (twice). Enter in the words, terms, language that is used to describe how knowledge is being created by the author(s).

From the abstract what keywords, terms do you identify that discuss how the author(s) are creating new meaning/knowledge?

Full Text | Scholarly Journals

### Cultural Consumption and Rejection of Precious Jones: Pushing Disability into the Discussion of Sapphire's Push and Lee Daniels's Precious

Jarman, Michelle. *Feminist Formations*; Baltimore Vol. 24, Iss. 2, (Summer 2012): 163-185.

Full text Full text - PDF Abstract/Details References 27

#### Abstract

Sapphire's novel *Push* (1996) and Lee Daniels's film *Precious* (2009) provide multiple and intersecting representations of race, gender, and class, which have been recognized and analyzed by film critics and academics. The representations of disability in the novel and film, however, have rarely been connected to these categories of identity (or oppression). Because disability, "obesity," Down syndrome, HIV and culturally pathologized and disabling traits-illiteracy, poverty, abuse-are intricately woven into rhetorical discussions about the film, critical disability studies provides a crucial theoretical framework for an analysis of the consumption of *Precious Jones*. Resisting either a blanket celebration or dismissal of *Precious*, the article examines the emotional reactions evoked by the film-from inspiration to repulsion-have much to say about the broader cultural discourses of reading disability within the registers of race, gender, and class dynamics. The article focuses on the intersection of oppression by placing into dialogue Daniels's film, Sapphire's novel, and the popular public discourse surrounding this analysis is the figure of *Precious Jones*-embodied by actress Gabourey Sidibe-and the

More ▾

image of abstract for a peer review

Your answer

# Get messy, make mistakes, ask questions and have fun!

[Google Form](#) – example for trying

Allotted time for individual completion

Emphasize trying - okay if unsure

Review of concepts/answers after completion

Librarian summary view of form (right) –

Check on application of lesson

ns do you identify that discuss how t

Article #2

numbers and participants which is science not human

ontrol, n=63, attitudes

l depictions, studies, experiment control, N=63, attitudes

d, exposing, participants, illustrated, impact.

, experiments

nts, recipients. experiment, n=97 control group, attitude

attitudes

ttitudes

# Keywording with Slides

## Lens – Disability Studies

[Google Slide\(s\) activity](#)

Use an example of a problematic representation

Class practices generating keywords

Participation in chat & unmuted mics

Allows for inactive discussion

Students leave with some “words” to try



**Generating Keywords**

Working Together

	representation	
	portrayal	
	depiction	L
	characterisation	Us dia
	stereotype	D s
	demonstrate	
	Show	

# Slide activity is adaptable

- Create multiple slides each with slide #
- Assign pairs/group to a slide
- Send groups/pairs to breakout rooms
- Have used slides in-person as an activity
  - Iteration student pairs assigned slide
  - Each pair answers slightly different question

# Zoom + Slides + Form = Success

Instructor:

“[Students] were supposed to come out of this week with 2 potential sources and I would estimate around 70% of them found two awesome sources and about 85% had at least one useable one. Which is a huge jump from any of my previous semesters.”

Library:

Students used library chat for help.  
Email and Zoom research consults when needed.



# Questions



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