

From “Coup-teaching” to Co-teaching: Engaging with faculty in the one-shot classroom

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A close-up photograph of a red and yellow braided cord resting on an open book. The book's pages are visible, showing printed text in German. The background is softly blurred, showing a person's arm and shoulder.



Co-teaching in the One-shot

Collaboration ≠ “Traitorous cooperation with an enemy” (Leeder, 2011)

Lead and Support model

Speak and Add model



What can it look like?

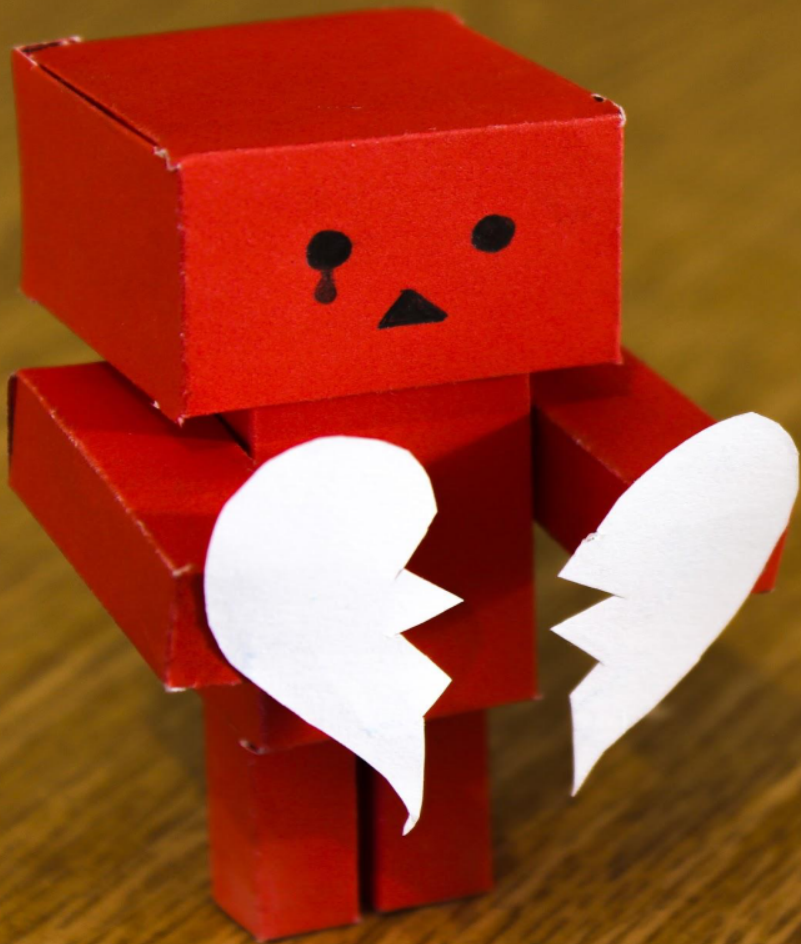
- **Instructor as researcher**
- **Co-lead:**
 - **Active learning**
 - **Small-group discussion**
- **Assessment**
 - **Formative**
 - **Post one-shot**



Making the Ask

- **Benefits for learners**
- **Discuss Expectations**
 - **Pre- and post-session**





**You can't win
them all....**

**And that's
OK!**

Thank you!

Beninghof, A.M. (2012). *Co-teaching that works: Structure and strategies for maximizing student learning*. San Francisco, CA: Jossey-Bass.

Buchanan, H.E., & McDonough, B.A. (2014). *The one-shot library instruction survival guide*. Chicago, IL: American Library Association.

Leeder, K. (2011). Collaborating with faculty part 1: A five-step program [Web log post]. Retrieved from: <http://www.inthelibrarywiththeleadpipe.org/2011/collaborating-with-faculty-part-i-a-five-step-program/>.

Gammons, R., Carroll, A., & Inge L. (2017). *Sharing Our Success: Using a Teacher Training Program to Improve Information Literacy Instruction and Support MLIS Students*, Paper presented at the Association of College and Research Libraries conference, Baltimore, MD. Retrieved from: <http://drum.lib.umd.edu/handle/1903/19171>.