

## Group 4 Scenario

Class title: Descriptive Astronomy

Level: Typically first- and second-year undergraduates who are non-science majors seeking to fulfill a breadth requirement in the natural sciences.

Main project: Students will select two primary sources relating to a similar natural phenomenon or event involving "the heavens" and write a 5-6 page essay contrasting the two perspectives on that phenomenon.

Session timing: One 1-hour and 20-minute session during class time.

Course overview: This course unveils the universe and how we have come to understand our place in it. We will touch on a full range of astronomical topics, including the mechanics of our solar system, the discovery of planets around other nearby stars, the stellar life cycle, the formation and evolution of galaxies, the big bang, and the ultimate fate of the universe. Special attention is paid to the universe's dark side—dark matter, dark energy, and black holes. In addition, since developments in astronomy have so often accompanied the development of modern scientific thought, we examine astronomy from an historical perspective, gaining insight into how human factors affect progress in science.

Pedagogical aims: In their session in the library, I want students to understand that they have a common experience with humans through time in trying to understand the universe around us, and that some of these individuals worked hard, made mistakes, and ultimately did their best to convey their understanding of the universe.

### Group brainstorming guidelines:

- Identify a volunteer note-taker for your group.
- *Approach these scenarios without constraining yourselves to the particular institutions you work in or collections you work with.*
- In no particular order, address the following questions as they relate to your group's scenario (these are not meant to be constraining, so think beyond if your group goes in that direction):
  - What are some options for conducting a library session(s) that would address the faculty member's pedagogical goals?
  - How many sessions and what timeframe would you suggest to the faculty member?
  - What types (special? licensed? general? other?) and amounts of collection materials would be ideal for the library session(s) you are envisioning?
  - What types of student engagement do you envision for the session(s)?
  - What are the major time blocks into which the session(s) you are envisioning would ideally be divided?
- Be prepared to present to everyone else in workshop session 3 a synopsis of your group's discussions, at minimum covering:
  - Summary of your scenario.

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- Overview of the types of collection materials you think it would be important to include to address the pedagogical goals of the faculty member.
- Options your group envisions for how the library session(s) might proceed.
- Open questions or issues raised by your group's discussion.

**Workshop timetable:**

3:30-3:45 – Introductions and group breakouts (distribute scenarios)

3:45-4:25 – Group brainstorming and preparing for presentation

4:25-5:05 – Each group presents scenario and options/issues

5:05-5:25 – Discussion and questions (succinct summary to report back to larger group)

5:25-5:30 – Walk back to Beinecke Library