

MARDIGIAN LIBRARY STUDENT EMPLOYEE NEWSLETTER

A special newsletter highlighting the achievements of the Mardigian Library Student Employees amidst the COVID-19 pandemic



ABOUT THE STUDENT EMPLOYEE REMOTE WORK PROJECT

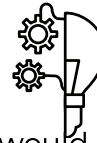
The Office of the Provost provided a project for student employees in the Mardigian during the transition to remote teaching and learning in March 2020. The intent of the project was to keep our students employed through at least the end of the Winter semester. As it turned out, the project transformed into a multi-varied set of initiatives and produced a campus-wide survey, new virtual programming, marketing materials, and a library subject-guide. The project took student employees through Winter semester and Summer I & II semesters.



THE CHALLENGE

With COVID-19, the campus faced an extraordinary situation and most students, faculty, and staff were approaching problems and challenges from an understandably reactive position. No one had the time to think ahead and to meet the ever-changing needs that were arising. Could our student employees, who would ordinarily be working on-site, take the time to reflect and think ahead about virtual opportunities and solutions?

THE PROCESS



The plan was that the User Services Department Supervisors would take charge of leading our student employees in a project designed to look ahead and to meet the needs of the UM-Dearborn Community during this unprecedented time. Some of the steps in this project included:

- Finding out what the needs are in the community - what are the challenges being faced by current students, faculty, and staff?
- How do we propose to meet these needs in the short term?
- Which of these proposals can we implement immediately?



CAMPUS WIDE SURVEY AND EXECUTIVE SUMMARY TASK FORCE

The survey was conducted from April 22, 2020 - May 4, 2020 and yielded 459 responses. Survey results were then analyzed to produce a substantial set of quantitative and qualitative data regarding **technology access, mental health and well-being, distractions at home, childcare, communication, and experiences with remote teaching/learning/working.**

Survey findings were then summarized into an executive summary. It included an Introduction, Survey Design (with a description of participants and demographic make up), Key Findings (that highlight strengths and areas for improvement), Conclusion, and Appendix. It was presented to the Council of Deans on June 10th and to the UM-Dearborn campus community on June 30th.

The Campus Wide Survey Executive Summary can be read here: [**Campus Wide Survey Executive Summary.**](#)

Student Employees: Zahraa Bazzi, Ruby Jewell, Haley Leleniewski, Bethany McQuiston, Iman Saleh

User Services Supervisor: Zachary Hay

Data Analysis Task Force Student Employees: Ali Forsythe, Connor Kohls, Brennan McBeth, Thomas Dietrich, Amina Mustafa

User Services Supervisor: Heidi Keppen

Group 1 -Technology Access

Task: Students now have to complete all of their coursework remotely and many do not have access to a computer or internet. How can we help them with this?

Student Employees: Ahmed Bahalwan, Thomas Dietrich, Brennan McBeth

User Services Supervisor: Zachary Hay











"By Students, For Students" Infographics

The "By Students, For Students" infographics were created by Group 1 in order to help their fellow students during quarantine. Understanding that many students are struggling with the transition to remote learning, Group 1 created a list of resources to stay on top of their schoolwork and health. These free resources made remote learning easier and more productive for our student community. Infographics include resources about the best communication tools to use while learning remotely, productivity tools to help keep track of assignments/note taking and organizing/time management, and college success tips.

BY STUDENTS

FOR STUDENTS

Suggestions for communication technology by the Mardigian Library Student Assistants

<p>Google Meet</p> <p>Schedule video meetings for free with friends and/or classmates to discuss assignments and group projects or just socialize</p> 	<p>WhatsApp</p> <p>A messaging app that allows users to make video or voice calls, send text/voice messages, create group chats, and send images and documents</p> 	<p>Microsoft Teams</p> <p>An app similar to Google Drive, that allows Microsoft users to enjoy document collaboration, one-on-one chat, team chats and file storage</p> 
<p>BlueJeans</p> <p>A free cloud-based video/audio conferencing application that can be used on smartphones and computers; sessions can be recorded and revisited</p> 	<p>My Study Life</p> <p>A free app available on iPhone, Android, and Windows devices; allows them to create schedules and timetables, set up reminders, and all data stored on the cloud can sync across multiple devices</p> 	
<p>Zoom</p> <p>Another cloud-based video/ audio conferencing tool used for teleconferencing, telecommuting, distance education, and socializing</p> 	<p>DropBox</p> <p>A free file storage and sharing app available on Android, iPhone, iPad, and Windows mobile devices for team/group work; create folders and access all your files from one account; there are paid plans for students who need more storage space and options</p> 	<p>Due</p> <p>A reminder app available on iPhone and Mac devices; very precise reminders that you can use for repetitive tasks; can defer or mark reminders complete and sync them through iCloud or DropBox</p> 
<p>Skype</p> <p>Free for registered users making video/voice calls and instant messages using the app on their computers, tablets, mobile devices and smartwatches</p> 	<p>Discord</p> <p>An app that allows gamers to virtually chat with each other in real time; Students can also use it for academic/recreational purposes</p> 	

"By Students, For Students" Infographics (continued)

PRODUCTIVITY RESOURCES FOR STUDENTS BY STUDENTS



GOOGLE CALENDAR

A time-management and scheduling calendar service developed by Google.

URL:
<https://www.google.com/calendar/about/>



NOTION

An app that provides components such as databases, kanban boards, wikis, calendars and reminders for people to create their own system for information management.

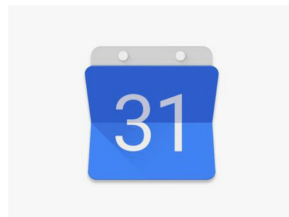
URL:
<https://www.notion.so/>



MY HOMEWORK

A digital student planner that lets you easily track your classes, homework, tests and projects.

URL:
<https://myhomeworkapp.com/>



REMIN

A mobile messaging app that students and teachers can use to communicate with groups of people all at once.

URL:
<https://www.remind.com/>



EVERNOTE

An app designed for note taking, organizing, task management, and archiving.

URL:
<https://evernote.com/>



College Info Geek



College success tips, work from home tips, study habits, advice, and more!

College Info Geek is a podcast, blog, and YouTube Channel, with lots of tool that will place you on a trajectory to student success.

At College Info Geek, you'll learn how to:

- Study more effectively
- Be more productive!
- Prepare for your profession
- Build your resume

URL: <https://collegeinfo geek.com/>

Articles for Student Success

STUDYING 101: STUDY SMARTER NOT HARDER
University of North Carolina at Chapel Hill

Learn how to improve your study strategies! This handout will provide you with tips on how to organize you time, adjust your work setting, use group study sessions, creating personal course tools, and implement active study techniques.



URL: <https://learningcenter.unc.edu/tips-and-tools/studying-101-study-smarter-not-harder/>

TAKING CARE OF YOUR MENTAL HEALTH IN THE FACE OF UNCERTAINTY

An article by the American Foundation for Suicide Prevention, with advice on how to deal with the anxiety that comes with not knowing what the future holds, and tips to promote mental wellness.



URL: <https://afsp.org/story/taking-care-of-your-mental-health-in-the-face-of-uncertainty>

COPING WITH TRAUMATIC EVENTS/CIRCUMSTANCES

An guide provided by the CDC, with multiple articles and resources, providing tips on how to cope while living through (or after living through) traumatic life events.



URL: <https://emergency.cdc.gov/coping/selfcare.asp>

For a more extensive list of resources, visit <https://library.umd.umich.edu/>



MARDIGIAN LIBRARY

For a more extensive list of resources visit:
<https://library.umd.umich.edu/>

Group 2 -Students & Mental Health

Task: Many students are struggling, isolated from their peers. Are there ways we can provide virtual activities to boost mental health, wellness, and address the issues of isolation?

Student Employees: Furqan Al-Tamimi, Zahraa Bazzi, Ali Forsythe, Quinn Marion, Amina Mustafa

User Services Supervisor: Anna Granch

Finals Fun Virtual Events

To provide students with virtual opportunities to relax, unwind, and take breaks before and during final exams, Groups 1 & 2 collaborated on a series of Fun Finals virtual events that lasted from April 19th - April 24th.

Events included virtual coloring sessions, Netflix parties, coffee hours, sugar cookie baking, and a late night social hour. Each event was hosted by 1-2 student employees and were conducted via BlueJeans.

Sun, April 19th

- **2-3 pm: Virtual Coloring***
 - Follow the links at the bottom and color with SA's!
- **8-9 pm: Netflix Party with "Nailed It"*****
 - Watch and discuss episodes of the Netflix hit "Nailed it" with peers!

Mon, April 20th

- **8-9 am: Early Morning Coffee**
 - Grab your morning coffee and talk about finals with SA's!
- **2-3 pm: Virtual Coloring***

Tues, April 21st

- **4-5 pm: Finals Check-In and Snack Time**
 - Bring a snack and talk with peers about how the week is going!

Wed, April 22nd

- **2-3 am: Late Night Social Hour**
 - Night owls can come talk with others about anything on your mind!
- **9-10 am: Early Morning Coffee**

Thurs, April 23rd

- **12-1pm: Finals Check-In and Snack Time**
- **4-5pm: Baking Sugar Cookies**
 - Come relax and bake easy cookies with us! Ingredients can be found here: tinyurl.com/sugarUMD

Join us on BlueJeans throughout the week for special events with the Mardigian Library Student Assistants!

bluejeans.com/382926094

All events (except Netflix parties) will be held via this BlueJeans link

Fri, April 24th

- **9-10 pm: Netflix Party with "The Great British Bake Off"*****

Activity Links

***Fill out the Google form to RSVP to our Netflix parties!
You will receive the link to join one hour prior to the showing:
tinyurl.com/netflixpform

*Check out virtual coloring pages here:
tinyurl.com/coloringML1
tinyurl.com/coloringML2

Virtual Care Packages

In addition to implementing a series of virtual events during the Winter 2020 semester, Group 2 created a series of virtual care packages to help students prepare for the Fall 2020 semester. Their virtual care packages focus on themes specifically identified in the campus wide survey. Click the links below to access the virtual care packages!

[Mardigian Library's Back to School](#)

Canvas Basics

- Visit <https://tinyurl.com/canvasbasics> to watch the lecture series on technology how-to's!
 - Also watch the other videos in the lecture series for more helpful tips!
- You can change the colors of classes on your dashboard to match with your notebooks, folders, pens you use, etc.
 - Just click the three dots on the side of the class block in your dashboard, you can change the name of the class there too!

Canvas Basics

[Mardigian Library's Back to School](#)

How to Deal with Difficult courses

Don't forget about self care, either!

- Try a study app!
 - These can help keep track of homework, due dates, and course materials
 - StudyApp, Flora (or other habit trackers), Quizlet, Daily Planner, Be Focused Timer, myHomework, Khan Academy

How to Deal with Difficult Courses

[Mardigian Library's Back to School](#)

How to Deal with Distractions at Home

- Play some music!
 - If you find music with lyrics distracting, try things like white noise, rain or forest sounds, lo-fi beat livestreams like the one linked here!



How to Deal with Distractions at Home

Group 3 -Virtual Child Care

Task: Faculty, staff, and students working from home are having difficulty taking care of their children of various ages also now at home. Could we gather or create materials to support keeping these children busy?

Student Employees: Fadwat Bazzi, Najla Boatwright, Bethany McQuiston, Iman Saleh

User Services Supervisor: Deirdras Jones

Summer Activity Resource Guide

One of the key findings of the survey was that taking care of children was one of the highest predictors of difficulties in remote teaching, working and learning. 65% of survey respondents who said they were taking care of children also reported they experienced a negative change in their mental health. Having children at home was one of the top reported distractions for students, faculty, and staff. View the full Summer Activity Resource Guide [here](#).

PRE-KINDERGARTEN



[30 Science Activities for Preschoolers](#)

A list of fun and safe experiments using at-home ingredients



[50 Outdoor Summer Activities](#)

A list of activities for kids to spend some time outdoors

[Basic Coloring, Counting, and Numbers Book](#)

A downloadable booklet for children to practice their coloring and counting skills



[Crayola Coloring Pages](#)

Downloadable alphabet coloring pages by Crayola

[DIY Chalk](#)

A simple DIY recipe for outdoor chalk

ELEMENTARY

[100 Fun Things to do at Home](#)

A list of fun activities to do at home



[Australia Zoo](#)

Tour Robert Irwin's Australia Zoo

[Disney Parade](#)

Watch a Disney Parade



[Field Trip to Hawaii](#)

Take a virtual field trip to the volcanoes in Hawaii



Summer Activity Resource Guide (continued)

TWEEN



[Build a Blanket Fort](#)

Gather all the pillows and blankets you can to make an epic blanket fort

[Coloring Pages](#)

Fill these online coloring pages online or print them and color them

[Chalk Games](#)

Play with these unique chalk games on your sidewalk



[Write a Letter to Your Future Self](#)

Your future self might be curious what the world looks like in Summer 2020

TEEN



[Geek Squad Academy](#)

The Geek Squad has free guides to teach teens new tech skills such as creating your own video games, creating your own website, and coding

[Get Moving](#)

Different ways to get moving and stay active at home



[Geocaching](#)

A worldwide treasure hunt that could be as close as down the street or even your own backyard

[Learn About Art](#)

Free classes about art from the Museum of Modern Art in New York

[Learn How to Cook](#)

Easy and delicious recipes to make while practicing your cooking skills



[Make a Difference](#)

Help out your community and find ways to aid in COVID response efforts



Group 3 -Virtual Child Care

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User Services Supervisor: Deirdras Jones

Back to School Resource Guide

View the guide [here](#)

PRE-KINDERGARTEN



[ABC Mouse-Early Learning Academy](#)

Educational games, puzzles, books and more available for children of all ages

[All About Me-Preschool Activity](#)

A guide for an 'all about me' project for preschool aged child



[Alphabet Coloring Pages](#)

Downloadable alphabet coloring pages by Crayola

[Art Projects](#)

Art project ideas and activities for preschoolers



[Basic Coloring, Counting, and Numbers Book](#)

A downloadable booklet for children to practice their coloring and counting skills

ELEMENTARY



[ABC Mouse](#)

Online learning website

[Englishbanana](#)

Worksheets for learning English grammar



[English Reading and Math](#)

Different math reading and english activities for 5-9 year olds

[Help With Math](#)

Math games by grade to help with basic math skills



[K5learning](#)

Free grammar worksheets



Back to School Resource Guide (continued)

TWEEN



[American History and Civics Activities](#)

Follow these at-home activities about American History and Civics

[Educational Activities](#)

Try any of these educational activities as home



[Follow Writing Activities](#)

Use any of these writing activities to strengthen your writing skills. Browse the website to find all kinds of activities for different subjects as well

[Free Math Help](#)

Get help with various math topics from interactive software tutors and practice problems



[Free Study Guides](#)

Use any of these study guides by finding your subject and the specific lesson you are learning in class

TEEN



[Crash Course](#)

Educational videos that are created alongside common High School and College curriculum to help explain the material in shorter more condensed segments than a text book chapter or lecture would offer

[HippoCampus](#)

A collection of videos that help explain topics that are commonly taught in schools for extra help understanding curriculum



[Khan Academy](#)

A website that offers free videos and practice activities to help students study on their own outside of the traditional classroom. A helpful tool to practice things you already know along with learning new topics

[Paper Topic Ideas](#)

A list of 113 different research paper topic ideas broken down by interest categories



Group 4 -Overall Campus Needs

Task: Students (both undergrad and graduate), faculty and staff are facing a new situation with evolving wants and needs. How can we identify and address these unanticipated difficulties among the campus community?

Student Employees: Mariam Alkanani, Ruby Jewell, Haley Leleniewski

User Services Supervisor: Heidi Keppen



Get Into Your Qua-Routine

Join us on Zoom for five free virtual events on how to excel in your courses!

Wednesday, June 10th @ 2pm
Study Habits and Test Prep: Professors share study strategies, exam prep, and group study
tinyurl.com/QuaRoutineStudy

Thursday, June 11th @ 3pm
Taking Notes and Managing Time: Learn about note-taking, organization, and time management
tinyurl.com/QuaRoutineNotes

Tuesday, July 7th @ 2pm
Tech Tips and Tricks: Prepare for your courses with Canvas and other online resources
tinyurl.com/QuaRoutineTech

Wednesday, July 8th @ 2pm
Information on Motivation: Tips on setting goals and sticking to them
tinyurl.com/QuaRoutineMotivate

Wednesday, July 15th @ 2pm
Student Panel: Peer-to-peer discussion on college life
tinyurl.com/QuaRoutineStudent

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Questions? Contact Heidi Keppen at hkeppen@umich.edu or Haley Leleniewski at hlelenie@umich.edu

Get Into Your Qua-Routine Series

To help students become more prepared for success, Group 4 developed a series of virtual events as part of their "Get Into Your Qua-Routine" series. These events were conducted via Zoom throughout the Summer I semester. Each presentation and panel lasted approximately 30 minutes with a Question and Answer period following the presentation. These events were recorded (with the exception of the Q&A segments) and added to the Library Lecture Series webpage. An anonymous follow-up survey was distributed at the end of each event to get feedback about each presentation.

In addition to these events, Group 4 distributed varying resources that accompanied each session. Speakers were asked if they have tools or handouts they'd like to distribute to students. Our student employees also created an accompanying series of Google Docs that summarized the discussion during the events. A link to the Google Doc was provided in the description of the event in the Library Lecture series and students were asked for their email during the survey so that the Google Doc can be shared with them.

To access the video recordings of the "Get Into Your Qua-Routine" series, visit the Library Lecture Series webpage at library.umd.umich.edu/lecture/

Get Into Your Qua-Routine Infographics

S.M.A.R.T.S GOALS

with Tyler Guenette

S

Specific

State expected outcomes as simply and clearly as possible.

Who is involved?
What do I want to accomplish?
Where will the action take place?
Why is the goal important?

M

Measurable

Establish concrete criteria for measuring progress toward the attainable goal.

To what degree?
How will I know when it is accomplished?

A

Actionable/ Attainable

Identify goals that are most important to you. This allows you to figure out ways to reach them.

Plan your steps wisely

R

Realistic

Your goal must represent an objective you are willing and able to work toward.

High goal= High motivational force

T

Time-Bound

Have a target date for your goal.

What date will you have the goal accomplished?
Is the timeframe realistic and attainable?

S

Set-backs

Identify potential setbacks in completing your goal.

How can you overcome the setback?
What resources will you use to help you?



What Type of Goal is Right For You?

PRESENTED BY TYLER GUENETTE, INTERIM
ASSOCIATE DIRECTOR OF STUDENT LIFE

A **goal** is a desired result that a person plans and commits to achieve.

Goal-setting involves the development of an action plan designed to motivate & guide a person/group to a goal.

Short-term goals are goals that can be accomplished in the near future (within a few weeks or months).

Long-term goals are more involved and take longer to achieve than short-term goals (several months or years).

Fixed goals are goals with an outcome that is based on a specific date/time.

Flexible goals are goals that have an outcome, but no time limit.



Get Into Your Qua-Routine Infographics

TOP STUDY TIPS FROM PROFESSORS

DR. CLARK-FOOS, DR. TOLBERT, AND PROFESSOR NESMITH SHARE THEIR TOP TIPS TO HELP YOU STUDY.

1

CHANGE STUDY HABITS

- Aim to study for at least 2 hours per week per credit hour
- College courses cover more material than high school classes.

2

STUDY SMARTER NOT HARDER

- Take advantage of supplemental instruction
- Use frequent, intense study sessions

3

VERBALIZE YOUR UNDERSTANDING

When preparing for an exam your goal should be to understand the information well enough to teach it to someone else.

4

REWARD YOURSELF

After studying for around 30-40 minutes reward yourself with a 10-15 minute break

5

PREPARE, ATTEND & REVIEW CLASS

- Preview readings before class
- Take notes and ask questions during class
- Summarize information right after class
- Review your notes in a later study session



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STUDY AND LEARNING STRATEGIES

With Dr. Clark-Foos

1

EMOTIONAL

People are more likely to remember events, situations, etc that are emotional to them. Emotions do have a large influence on our memory. Create a personal connection to make it relate to your life.



2

MNEMONICS

To recall or remember something easier one should take information that is difficult to them and make it more interesting. Take abstract info and give it some context. For example, use PEMDAS (or Please Excuse My Dear Aunt Sally) to remember the order of operations in a math problem.



3

VISUAL CUES

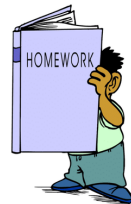
If you are struggling to remember a piece of information using an image or graph can help you learn and understand a piece of information better and even cause it to stick in your head longer.



4

ORGANIZATION

Having organized information is easier to process and encode into your memory. You can use concept maps and create charts to connect ideas.



5

ENVIRONMENT

Consistency in the environment is important to your success. If you were to study for a test in one room and take that test in the same room you are more likely to recall the information that you learned.



6

STUDYING

Cramming is not always the best idea. Instead, space out studying so it can be encoded into your brain. This will last longer than the information "learned" during a cram session. Start studying and reviewing lecture material the night you have access to it.



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Get Into Your Qua-Routine Infographics

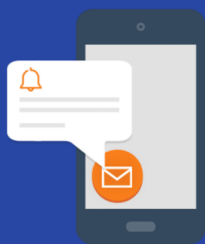
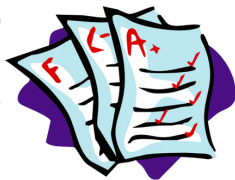
TECH TIPS AND TRICKS

Presented By: Chris Casey, University Coordinator of Digital Education

CANVAS EDITION

ESTIMATE YOUR GRADE

In the Grades section, use the "What If" option to see how a future exam or assignment can affect your final grade. Not sure what scores you need in order to get that A? Enter different values, and see how your final grade changes.



NOTIFICATIONS

In your account menu, you can customize when and how you receive Canvas notifications. Find out instantly if someone responds to a discussion board, or receive a daily summary of all the posts. If you installed the Canvas mobile app, you can add push notifications for the really important things!

CUSTOMIZE YOUR PROFILE

Did you know you can update your profile to add your own photo? To do this, go to the My Account menu, click on settings and click on the grey silhouette. Then you can upload your own photo or use an avatar from Gravatar. This photo can be seen by your peers and professors and will be shown by your Canvas discussion posts.



SUPPORT

Help is just a click away! Find contact information for the UM - Dearborn Support team if you are struggling. Reach someone any time, day or night, by calling for tech support or live chatting with the Canvas support team.

Visit <https://library.umd.umich.edu/lecture/> for the full lecture on this subject, as well as lectures on other useful topics.

ONLINE RESOURCES AND OFFLINE RESOURCES

Provided by Sharon Lobdell

TESTTAKINGTIPS.COM

This website shares tips on test-taking, note taking, study skills, reducing test anxiety, and more.

INSTRUCTORS

Instructors are there to help you. They want to educate you, but they also want to help you grow and develop as thinkers.

KHANACADEMY.ORG

Khan Academy offers practice exercises, instructional videos, and a personalized learning dashboard.

FAMILY AND FRIENDS

Family members and friends can support you emotionally by listening to you in times when you need to vent, and academically by proofreading your paper, going over flashcards with you, and more.

OWL.PURDUE.COM

Purdue's Online Writing Lab provides guides for writing papers in MLA, APA, and Chicago format.

CAMPUS RESOURCES

UM-Dearborn offers resources including tutoring, learning resources, Supplemental Instruction, and much more!

EDUCATIONCORNER.COM

This website provides study resources and other educational information.

Get Into Your Qua-Routine Infographics

Sharon Lobdell presents:

MANAGING YOUR TIME

"We are all capable of much more than we think we are..." ---Lao Tzu

ORGANIZING AND PLANNING

Stay organized by making lists of what you have to do..

Include everything that requires your attention, such as school projects, social events and work, in a planner to help stay on track.



JOURNALING

Keep a journal or planner and write in it each day. Record what you want to accomplish, and track if you accomplished it. This will help you determine what you need to work on next.



MANAGING

Make things manageable by working on assignments a bit each day. Break big assignments and projects into smaller "bites" to avoid stress and make tasks feel more manageable.



PRIORITIZING

Prioritize what you have to do. Take care of the most important or time sensitive items first. This also means don't be afraid to say no -- this helps you to avoid overscheduling yourself.



KEEPING UP

Try your best to keep up. It will be harder if you get behind. Writing down deadlines. Use the breaks between your classes to study or catch up if needed.



How to Effectively Work with a Group

With Dr. Tolbert



1.) INCLUDE PEOPLE OF DIFFERENT BACKGROUNDS

Identify your individual differences and make them your group's strengths. People may have different skills that can be useful to your group or their perspective may help them to ask the right questions.

2.) VALUE OTHERS' KNOWLEDGE

Group members can provide useful input that can improve your project. Recognize and address your biases and stereotypes. Your group members may have different backgrounds, but they all are equally valuable.



3.) SCHEDULE MEETING TIMES

Schedule times for your group to meet and work together. Use tools such as Google Calendar to help with coordinating schedules. Hold your group members accountable to show up and do their part.

4.) MAKE SURE EVERYONE IS HEARD

If you think a group member is having trouble relaying their thoughts to the group, help make them heard by talking to them individually and communicating their thoughts to the group. If you or a group member are still having difficulties, reach out to a third party advocate, such as a faculty member or an advisor from a student organization.



5.) MEET WITH FACULTY

Meet with faculty during office hours to ask questions. Discussing the subject matter can clarify misunderstandings on either the material or the task assigned to the group. Share with your group members the information discussed between you and your professor.



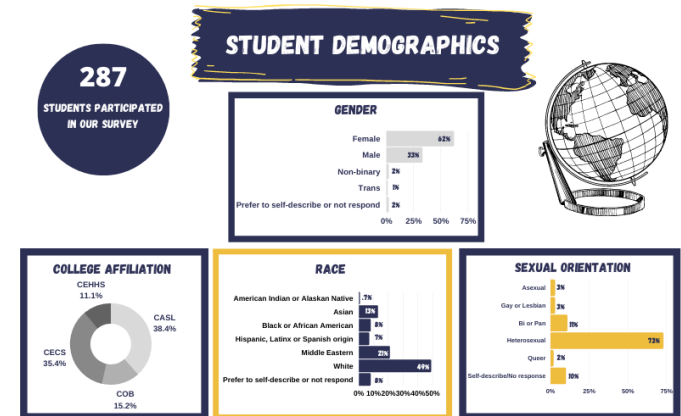
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Executive Summary Highlights - Students

Student Employees: Furqan Al-Tamimi (infographic); Mariam Alkanani (video)

User Services Supervisors: Anna Granch & Deirdras Jones

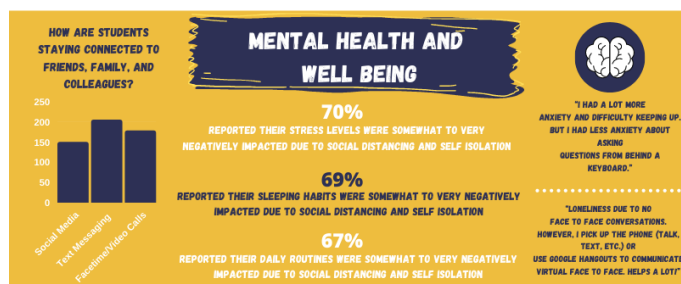
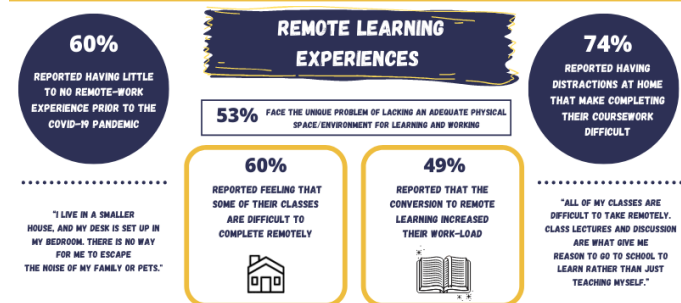
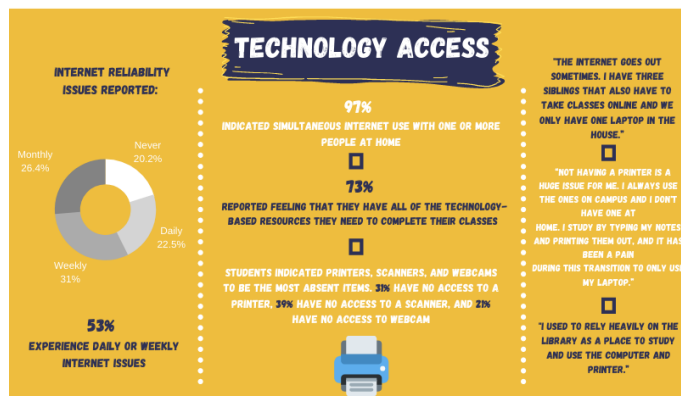
How the COVID-19 Pandemic Has Affected UM-Dearborn Students



Executive Summary Student Video

In addition to the Campus Wide Survey and Executive Summary, the Mardigian Library wanted to provide a visual overview of key findings pertaining to demographics, technology access, remote learning experiences, and mental health and overall well being of survey respondents.

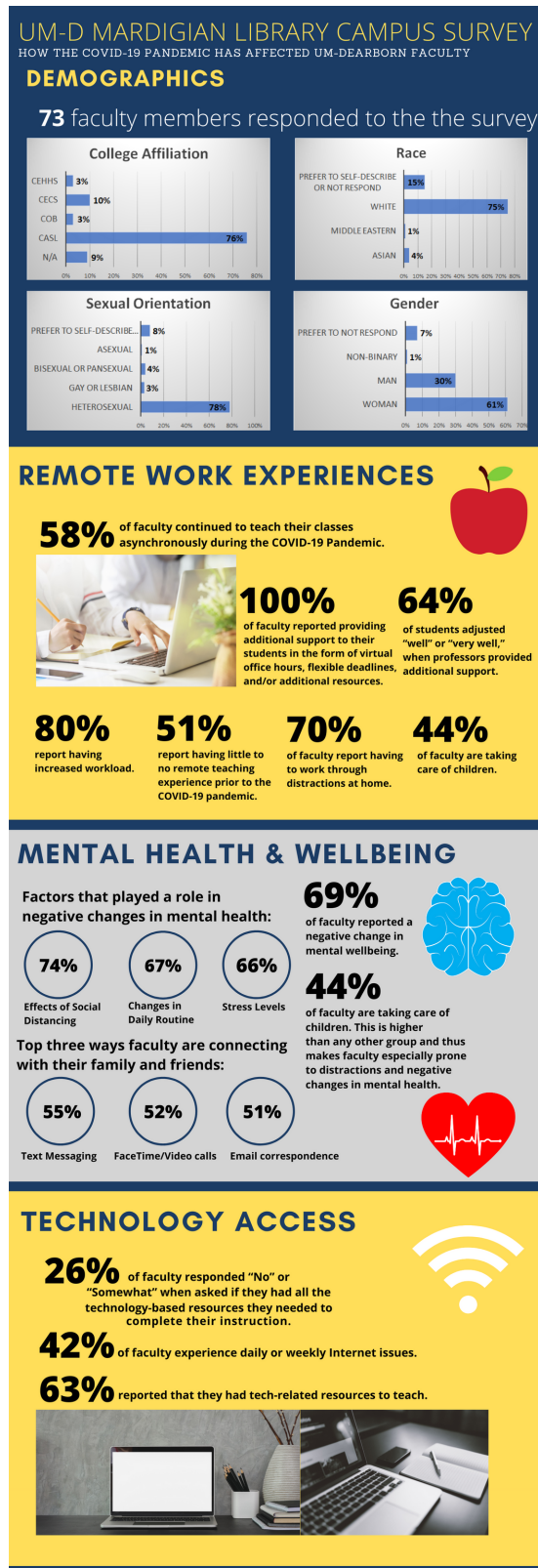
The infographic on the left (How the COVID-19 Pandemic Has Affected UM-Dearborn Students) and the Executive Summary Student Video above provides key statistics that are specific to the 287 UM-Dearborn students who chose to participate in the survey.



Executive Summary Highlights - Faculty

Student Employees: Ahmed Bahalwan (infographic); Najla Boatwright (video)

User Services Supervisors: Anna Granch & Deirdras Jones



Executive Summary Faculty Video

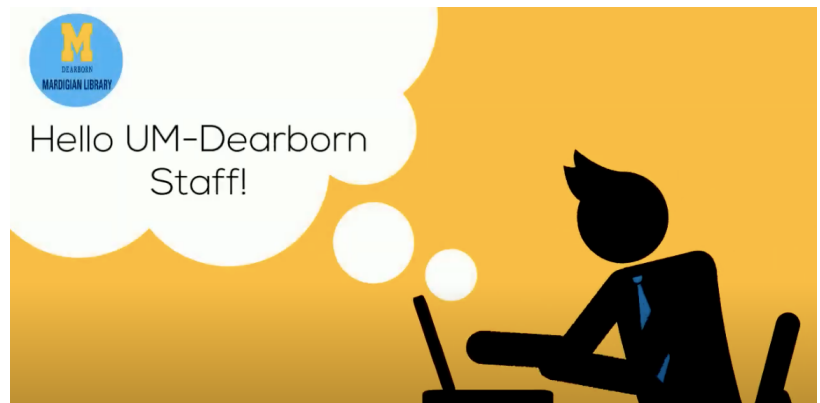
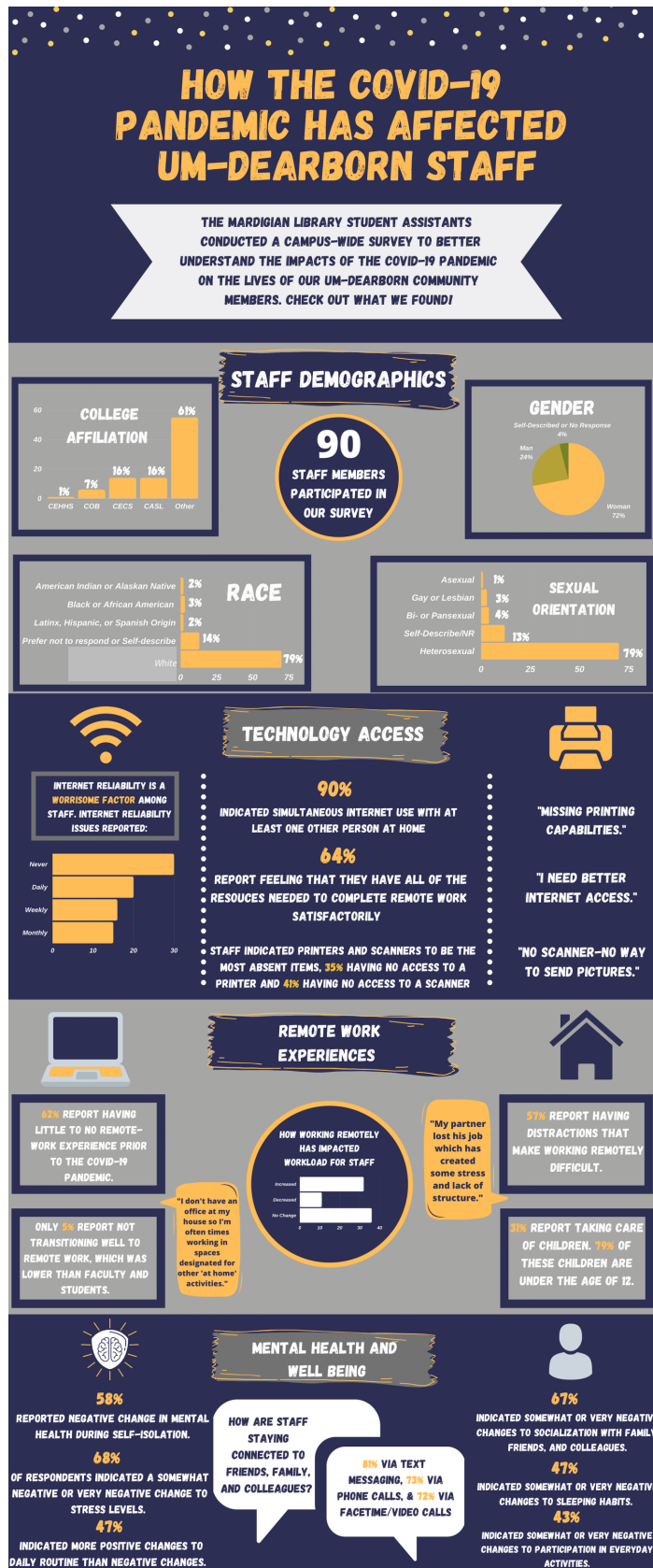
In addition to the Campus Wide Survey and Executive Summary, the Mardigian Library wanted to provide a visual overview of key findings pertaining to demographics, technology access, remote teaching experiences, and mental health and overall well being.

The infographic on the left (UM-D Mardigian Library Campus Survey: How the COVID-19 Pandemic Has Affected UM-Dearborn Faculty) and the Executive Summary Faculty Video above provides key statistics that are specific to the 73 UM-Dearborn faculty who chose to participate in the survey.

Executive Summary Highlights - Staff

Student Employees: Fadwat Bazzi (infographic); Quinn Marion (video)

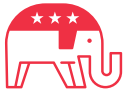
User Services Supervisors: Anna Granch & Deirdras Jones



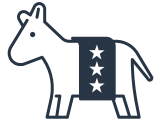
Executive Summary Staff Video

In addition to the Campus Wide Survey and Executive Summary, the Mardigian Library wanted to provide a visual overview of key findings pertaining to demographics, technology access, remote work experiences, and mental health and overall well being.

The infographic on the left (How the COVID-19 Pandemic Has Affected UM-Dearborn Staff) and the Executive Summary Staff Video above provides key statistics that are specific to the 90 UM-Dearborn staff who chose to participate in the survey.



Misinformation & Informed Voting Group



The Office of Student Life (OSL) reached out to Mardigian Library about having our student employees provide input on fake news, misinformation, and the 2020 Presidential Election.

Together with the First Year Experience Librarian, student employees put together a Misinformation Group focusing primarily on providing accurate information about candidates and voting in addition to getting our student body excited about voting. The **Informed Voting Library Research Guide** was created highlighting the voting process and history, fake news and misinformation with elections, where to find reliable information, and how to determine what issues you care about.

The Informed Voting Library Research Guide can be found at myumi.ch/MEkNz

Student Employees: Najla Boatwright, Ruby Jewell, Haley Leleniewski, Amina Mustafa, Bethany McQuiston
User Services Supervisors: Sophia McFadden-Keesling & Anna Cranch

Informed Voting

- Home
- Voting Basics
- Candidates and Issues
- Election Misinformation
- US History of Voting**
- Talking About Politics

Search this Guide

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The Right and Fight to Vote

"The fight for the right to vote in the United States" by Nicki Beaman Griffin covers an overview of the United States history of voter suffrage and suppression.

[History of Voting in America Timeline](#) by the Office of the Secretary of State

[Voting Rights Act: Major Dates in History](#) by the American Civil Liberties Union (ACLU)

[Voting Rights: A Short History](#) by the Carnegie Corporation of New York



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Informed Voting

This guide is intended to help you be an informed voter. What does informed voting mean? It means that you are knowledgeable about how to vote at the national and local level, what that process looks like, who the candidates are, what the major political issues are, and how to evaluate reliable and misinformation about candidates and issues.

This guide will walk you through how to vote, what there is to vote on in the August 4th primary, and how to evaluate information related to voting.



Virtual Graduation Ceremony



Virtual Graduation Ceremony Agenda

A celebration of our graduating student assistants: Mariam Alkanani, Zahraa Bazzi, Ali Forsythe, Connor Kohls, Haley Leleniewski, & Brennan McBeth

Opening Remarks / Welcome (Zach)

Student Assistant Introductions (Heidi)

Student Assistant Memories/Anecdotes (Deirdras)

Mardigian Librarians & Staff Memories/Advice (Sophia)

Graduation Speech (Holly)

Tassel Turning (Maureen)

Closing Remarks / Thank You (Anna)

Due to the COVID-19 pandemic, the University of Michigan - Dearborn had to cancel its spring commencement ceremony. Since the Mardigian Library's User Services Department had six student employees graduating in the spring, they decided to host their first ever **virtual graduation ceremony** for their graduating student employees: **Mariam Alkanani, Zahraa Bazzi, Ali Forsythe, Connor Kohls, Haley Leleniewski, & Brennan McBeth.**

The ceremony celebrated these students as they conclude their final semester working at the Mardigian Library and their graduation from the University of Michigan - Dearborn. The implementation of the virtual graduation ceremony helped the library maintain a sense of community and belonging amidst self-isolation, boost positive morale among students and staff, and give the graduating student assistants a unique celebratory experience.

The ceremony was conducted via Zoom on Saturday, April 25th, and was attended by Mardigian Library staff with a special guest appearance from Associate Provost Ilir Miteza. The ceremony agenda included opening remarks, student employee introductions, student employee memories and anecdotes, staff memories and anecdotes, a graduation speech, tassel turning, & closing remarks.



Student Employee Lessons Learned



Seven Mardigian Library Student Employees share what they've learned throughout the Remote Work Project and how the skills they've developed can be applied to their future careers. Read their testimonials below.

Mariam Alkanani

"During my time working on these projects I was able to develop some skills that would be helpful for me in the future. Being able to make a video and multiple infographics was something I learned during my time working here. This benefits me later if a future company wants me to make one for marketing purposes. I now know how to make marketing materials more attractive and how to simplify a large amount of information in a way people can read and understand better. Hosting panels and constructing unique questions for each panel participant and topic helped develop my public speaking skills and ability to tailor questions appropriately. Learning how to read surveys and interpret the results for future projects is something that I can also use for the future. Creating work reports is something I have never done before but I do know it is important in many jobs so being able to participate and help make one has helped a lot and given me some insight on how it should be done and organized. Overall, I can say I have gained a lot of skills from my work experience here. The transition from my old shelving job at the library to these new work projects was something I was not expecting but something I am grateful for, as I gained many useful skills."

Furqan Al-Tamimi

"While working on the Mardigian Library student assistant project, I was able to gain many useful skills that I did not have prior to the project. Specifically, working on infographics helped me gain the ability to deliver the most vital information to an audience in a visually appealing manner. I often struggled with including a lot of fluff when communicating information in writing, so working on infographics helped me creatively summarize information and be more concise. This will aid me in my future career because I plan to work on studies in the future and being concise is something required of researchers. When reporting research data it's important to report the most relevant information and report the information as clearly as one possibly can so that a general audience and researchers who wish to replicate the study have no trouble understanding the report. When we all began to be quarantined and this project was proposed by the Mardigian Library, I was already having trouble coping with the transition on my own. There were many challenges we were all facing, but I eventually learned to adapt to the new environment because I truly wanted to help others. This project allowed me to disconnect myself from personal problems, and focus on the bigger picture. For example, I intend to become a clinical psychologist and disconnecting myself from a client's problems is crucial in order to be an effective psychologist and help the client by focusing on their needs. It is important not to bring your own personal problems and struggles to work or allow the issues of others to affect your work because it can serve as a hindrance. Overall, I feel that this project helped me grow as a person, and has provided me with new professional skills I can highlight to future employers."

Ahmed Bahalwan

"The Mardigian Library was such an interesting place to continue working for during the COVID-19 Pandemic, because it challenged the directors, supervisors, and student assistants to come up with work that was fulfilling and relevant to us and benefited the patrons we serve! Everyone was so friendly, and on every level of management, there was clear communication and plenty of collaboration to successfully provide premium virtual services to students, staff, and faculty. We did this by creating surveys, infographics, resource guides, and conducting extensive research on various aspects of the remote learning experience, which helped us better understand how to best serve our patrons, remotely. This was quite a strange and new experience for me! I've never worked remotely, and the skills I've gained will help me become stronger and more productive wherever I may work after graduation. I learned how to use video and audio conferencing via ZOOM and Blue Jeans, how to accept Google Meet invites, how to organize my work schedule via Google Calendar, and how to be a self-starter! As a student assistant, there were times during the virtual work projects where student assistants had so much flexibility in what type of research they could tackle, and what areas to brainstorm to better understand the remote university experience. Without anyone from management telling me to do so, I took the initiative to create a research and

Ahmed Bahalwan (continued)

summary guide based on all the articles I found and read. This ended up being very beneficial, because the supervisors and directors of the Mardigian Library used my research to gain a better understanding of what other top hybrid and fully-online universities were doing, to better accommodate UM-D students, faculty, and staff, through the unexpected transition to distance learning and remote operations. The skills that I have acquired will serve me far beyond my duties as a User Services student assistant."

Fadwat Bazzi

"I believe the transition to remote work as a student assistant has had so many advantages for me. Initially, I thought of this as just part of the job, where I would just have to join a few meetings and complete some tasks throughout the week. However, I did not realize what a beneficial impact this has had on me. This truly did help me both professionally and personally. From a professional perspective, I learned how to effectively collaborate and communicate. Prior to this experience, I would rely on face-to-face interactions in order to complete group tasks and projects. This way, I would not have to stress about everyone completing their tasks as part of a project and getting the job done. I greatly disliked having to do things through chats or video calls, since I always thought this was not an effective way to communicate; however, I learned otherwise from this experience. I learned that in order to satisfactorily complete a task and/or project, we would all have to work together, provide feedback and constructive criticism, and trust and depend on each other. This is certainly something that I will be able to use even as soon as this upcoming Fall semester, since I know I will have group projects. In addition, I have learned many valuable technological skills that I thought I would never have to use or would encounter through multiple, different programs or and softwares. From website design, to developing research guides, to learning how to properly voice record and create a video, I will definitely use these skills in my academic and professional career. From a personal standpoint, I think our summer-long projects were very needed. Our weekly team-meetings actually gave me something to look forward to, since we weren't able to meet in person. I feel very lucky to have had the opportunity to get to know more of my coworkers, because we previously did not have many shifts together. Overall, not only was it great to be able to socialize and collaborate with my team and supervisors, but it surprised me to see how well I could meet and understand others, even virtually."

Thomas Dietrich

"I am extremely grateful to the Mardigian Library staff for brainstorming and coming up with a way for the Student Assistants (SA) who work at the library to continue our work remotely. Throughout our project, I learned various skills that could be essential to my future career. I worked on the Technology Access team in which we focused on crafting survey questions that dealt with access to technology for students, staff, and faculty. Learning how to create survey questions is an important skill for me as a Political Science major in which we spend a decent amount of our time analyzing political surveys and their outcomes. Another skill I learned was how to properly work in a remote format which could be an imperative skill to benefit my future job. I slowly was able to grasp how to communicate and work effectively as a team through a remote format thanks to our SA project. I feel as if this is a great skill for me to have for the future, especially if a pandemic of this scale were to happen again. Ultimately the SA project not only allowed me to continue working throughout the pandemic but also taught me a variety of new skills that I did not have beforehand. Thank you again to the Mardigian Library staff for all their hard work and to all my fellow SA's who helped with our project."

Haley Leleniewski

"I was assigned to the Executive Summary Task Force and the Informed Voter Task Force, but the major project my group and I created was the Get Into Your Qua-Routine event series. My group members and I first worked together to brainstorm obstacles and then used those to inspire questions for semi-structured student interviews that were conducted shortly thereafter. From there, we were able to communicate to our Subject Specialists Librarians the topics we wanted to research. By comparing the information we gathered through the campus survey and student interviews with the information we discovered through research, we were able to narrow down the most important student-specific problems. We used these results to create the five-event series that addressed common student obstacles. These projects have helped me refine and practice my organizational and planning skills, multi-tasking skills, communication skills, flexibility, and more, but it has also helped me gain experience in developing new skills. I was able to produce creative

Haley Leleniewski (continued)

resources through Canva that reflected information provided throughout the events. To market these events, we designed a flyer using Canva and prepared social media posts for the Mardigian Library Instagram account. I became more proficient with Google Drive. Google Meet was often used for our group to meet to plan these events and Google Docs was often used for documenting themes discovered from the student interviews, the event series proposal, guest speaker introductions, and the final event series report. These documents further helped my professional writing skills. I was able to practice public speaking when moderating virtual events and navigating the Q&A sessions. I was able to gain real world experience conducting interviews and analyzing qualitative data. All of these skills can be applied in a wide range of careers. These projects have helped me become more confident to work independently and collaboratively with others."

Iman Saleh

"When the outbreak of COVID-19 reached Michigan in March of 2020, most people were not prepared for the months of quarantining that followed. Despite our unpreparedness, the Mardigian Library pulled through and the Student Assistants were a big part of that. Even though our work moved from purely physical to remote work, most SAs had a hand in helping work on projects to make the transition easier on the student body and staff/faculty alike. Through this remote work that we took on, I learned many new skills that I'm sure will only continue to benefit me in the future. I have learned this summer of remote work that while many people are going through difficult times, helping solve a problem they face in some small way is still valuable. Working alongside my team of fellow SAs to come up with ways to help others really opened my eyes to other people's circumstances. With that information, it was up to us to come up with any way to minimize their stress/problems. Even though our projects may not have addressed every issue a person was dealing with, the goal was to help at least one person a little. Whether it's in the form of having someone to talk to or, in my group's case, providing activities for children so parents have one less thing to worry about—it all was a form of problem solving. In the end, we can only hope to help ease someone's troubles through what we do, and I will carry that with me into my future. Another skill I learned was the only way any of this was possible was through constant teamwork. Cooperation with others is a skill that I will always gain from and can always improve upon; remote work with the Mardigian was no exception. I learned that communication within our teams and updating all the other teams was just as crucial as the work we did on our own. As a group, we can bounce ideas off each other and get new perspectives on everything we discuss. Teamwork will benefit me in the future because coordinating with others is a part of life itself—especially in the workforce. Overall, the remote work this summer with the Mardigian Library has been a huge learning experience that I will value forever. While it may not have been expected, it certainly gave me confidence that I can face challenges and uncertainties in the future if I try my best and work cooperatively with a team."