"This Is Fine:” How To Quickly Move Your Courses Online, Keep Students Engaged, And Provide Engagement Data To Administration

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Introduction and Background
West Virginia University

FTE: 25,467 (Main Campus)
20,544 Undergraduate
4,509 Grad. & Professional

Carnegie Classification:
Research University (Highest Research Activity) – R1
West Virginia University Libraries

34 Faculty Librarians (main campus + 2 divisional campuses)

~18 Teaching Librarians

2 Teaching and Learning Professional Staff

6 Library locations
Only 19% of academic libraries offer credit-bearing courses (Cohen, 2016).

WVUL Office of Curriculum and Instructional Support (2018)

- ULIB 101: Intro to Library Research
- ULIB 300: Film & Media Literacy
- ULIB 301: Gender and Research Process
- ULIB 302: Research for Non-Profits
ULIB Classes Offered Spring 2020

- ULIB 101, Intro to Library Research [Online]
  - 4 online and 1 hybrid section started March 9th
- ULIB 301, Gender and Research [Hybrid]
- ULIB 302/ COMM 593, Research for Non-Profits [Onsite]
Which cat were you during March 2020?

https://forms.gle/7tCVrfhBA9xoRFro7
Triage and Delegate
What is Most Important?

1. Course Outcomes
2. Student Engagement / Support
3. Instructor Support
3.5 Federal Guidelines for Distance Education

Triage
Delegate
Good is good enough

What resources do we already have?

• Previous Instructional Content
• Instructor comfort with Blackboard & other tech
• Volunteers (Teaching & Learning Committee)
Student Engagement
Please share your student engagement activities!

• What worked for you?
• What didn’t work for you?
• Google Doc: http://tiny.cc/5u91tz
Engaging Students During a Crisis:

Best Practices

• Clear revised schedule
• Clear student expectations with flexibility
• Multiple lines of communication
• New online course design with easy to follow modules
• Live virtual meetings
About ULIB 302/ COMM 593, Research for Non-Profits

- Experiential service-learning course
- Students work in teams with a community nonprofit partner
- Final 3 weeks devoted to team portfolio presentation preparation
ULIB 302/ COMM 593 Unique Challenges

• Keep student teams functional

• Maintain communication with non-profit partners

• Move presentation and portfolio to online format
About ULIB 301: Gender & the Research Process

• Meta-research course designed in collaboration with Women's & Gender Studies

• Units on research methods in Library & Information Science, Humanities, Social Sciences, Natural Sciences

• Incorporates ACRL Framework for Information Literacy
ULIB 301: Unique Challenges

- Move guest speakers and discussion component to virtual format
- Streamline course content
- Ensure continued student engagement amid tech constraints
Tracking Data
Tracking Student Engagement Data
Federal Guidelines:
Instructors must practice at least two of the following to comply with the “substantive” interaction requirement.

- Provide direct instruction
- Offer feedback on assignments
- Provide information or answer questions on course or competency content
- Facilitate group discussions
- Other activities approved by the program’s accreditor
Course-Level Tracking

- Number of synchronous / length of meetings
- Number of directional emails
- Number of instructional emails

Program-Level Tracking (for Administration)

- Blackboard: Login / Activity
- Blackboard: Average Time Spent in CMS
- Blackboard: Number of instructor / student interactions on Discussion Board Posts
- Blackboard: Number of Assignments Graded
ULIB 301: Gender & the Research Process Data

Enrollment = 3

March 23rd – May 4th

<table>
<thead>
<tr>
<th>Synchronous Zoom Meetings</th>
<th>Average Student Attendance</th>
<th>Total Time</th>
<th>Directional Emails</th>
<th>Instructional Emails</th>
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<tbody>
<tr>
<td>6</td>
<td>3</td>
<td>465 minutes / 150 hours</td>
<td>11</td>
<td>12</td>
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</table>
ULIB 302: Research for Non-Profits Data

Enrollment = 13

March 23rd – May 4th

<table>
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<tr>
<th>Zoom Team Meetings</th>
<th>Number of Students</th>
<th>Total Time</th>
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<td>6</td>
<td>12</td>
<td>270 minutes</td>
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<table>
<thead>
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<th>Virtual Chats</th>
<th>Number of Students</th>
<th>Total Time</th>
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<tr>
<td>2</td>
<td>2</td>
<td>30 minutes</td>
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<table>
<thead>
<tr>
<th>Directional Emails</th>
<th>Instructional Emails</th>
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<tbody>
<tr>
<td>21</td>
<td>25</td>
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</table>
Program-Level Tracking: All Courses
7 ULIB Courses
March 23\textsuperscript{rd} – May 4\textsuperscript{th}

<table>
<thead>
<tr>
<th>Total Student Logins</th>
<th>Average Time Student Spent in Course (hours / week)</th>
<th>Total Discussion Board Student / Instructor Interactions:</th>
<th>Total Graded Assignments</th>
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</thead>
<tbody>
<tr>
<td>11,784</td>
<td>2.5</td>
<td>12,856</td>
<td>2836</td>
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ULIB 301: Student Comments

• "I really enjoyed the voice threads...I felt like that helped me engage with the reading more than the previous assignments. It was also nice to be able to listen to everyone's ideas before class because it helped with our discussions together."

• "Once we switched to online, I've had a hard time keeping track of things for each of my classes. One thing that one professor started doing was a weekly email outlining everything for that week. It was nice to have everything written in one area."

• "The discussion boards helped because it allowed me to see what points I was missing and how I could approach the readings and assignments with different perspectives that I hadn't originally considered."
ULIB 302: Student Comments

- “Showing up to class everyday! I learned the best by having you lecture while being able to follow your examples on my laptop. I think breaking into groups after lectures to talk with our peers helped me learn as well because I was able to learn from multiple perspectives. :)

- “Her feedback on assignments was very detailed each time. Also, campus had different resources so if you forgot what was in class, you could refer back to it. She was also very helpful with the MA student's schedule and worked around us.”

- “I like that each assignment was purposeful for preparing for our final portfolio. All of the feedback given was very helpful and specific in what needed improvement. I like the reading quizzes because it ensured I actually read.”

- “I particularly enjoyed discussions about the larger structural issues in the Nonprofit sector.”
Areas for Further Research

• Compare ULIB 302 Spring 2020 data to ULIB 302 Spring 2019 data

• Compare ULIB 101 Online Spring 2020 data to ULIB 101 Online Spring 2018 data

• Compare course evaluations from Spring 2020 to Spring 2019
Questions?

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Evaluate Sessions and Win!

- Navigate to specific session to evaluate
- Select “Evaluate Session” on session details screen
- Complete session evaluation*

*Each session evaluation completed (limited to one per session) = one contest entry

**Five (5) $25 gift cards** will be awarded

Must submit evals using the OLC conference website, beta platform mobile app
REFERENCES


