Moving Professional Workshops Online: Personalized Learning, Time & Space

Janelle Underhill & Renee Smith
Agenda

1. History of workshop/online courses
2. Pedagogy behind the process
3. Sample content
4. Assessment & Lessons learned
5. Q & As
Session Materials:
http://libguides.maricopa.edu/mcli2013

Title: Moving Professional Workshops Online: Personalized Learning, Time and Space

Sponsor: MCLI Teaching and Learning with Technology Conference: The Personal Touch: Personalizing Learning Using Technology

Date: Tuesday, May 14, 2013

Abstract: Turning an in-person Faculty Professional Growth workshop into a personalized online, asynchronous learning environment proved to be both popular and successful with faculty this past year. Discover how District Librarians collaborated to meet instructors’ needs and busy schedules in delivering findings from a critical Project Information Literacy report. In this session, learn not only about the process of establishing the online learning environment and lessons learned, but also participate in sampling valuable content from the learning plan, Research Assignment Handouts: Essentials in Promote Student Success.

Instructional Goal: Attendees will leave this seminar with an understanding of the advantages and challenges of taking a learning plan from a face-to-face setting to the online environment. Background knowledge will be provided about Project Information Literacy and the learning plan content as well as relate to the session’s topic. Cameras and other technology resources will be explored as tools for laying out the learning plan’s online structure. The importance of marketing as well as participant and facilitator feedback for improving online learning plans will be emphasized.

Presenters:
- Renée Smith has a Masters of Library and Information Science from the University of Wisconsin, Milwaukee and a Masters of Science in Education from the State University of New York, New Paltz. She served as an instructional program librarian for Thunderbird School of Global Management and an OVC librarian for Phoenix College. She is currently a residential faculty librarian for Glendale Community College.
- Jonelle Underhill has a Masters of Arts in Library Science from the University of Arizona. She has served as a residential faculty librarian for Rio Salado College since 2001. She teaches online courses dealing with Information Literacy concepts and skills (IFS and LBS), offers in-person instruction (RSC), and serves as a research librarian for the District’s Ask-A-Librarian chat service. Jonelle has presented at conferences for MCCD’s Teaching and Learning with Technology as well as the American Library Association.

Both Renée and Jonelle have participated in the initial face-to-face workshop. During Summer 2012 they worked collaboratively with Danielle Carlson (SCC) and Lill Kang (PVCC) to develop the online version in Canvas. In ongoing development, Renée and Jonelle have also served as instructors for two of the four sections of the online learning plan during the 2012-2013 academic year.
Moving Professional Workshops Online: Personalized Learning, Time and Space

Open Online Learnshop: Research Assignment Handouts: Essential Elements to Promote Student Success

- Content based on Project Information Literacy (PIL): http://projectinfolit.org/ "We are a public benefit nonprofit dedicated to studying how early adults conceptualize and operationalize research in the digital age."

- Core Publication from ProjectInfolit.org: "Assigning Inquir: How Handouts for Research Assignments Guide Today's College Students," Alison J. Head and Michael B. Eisenberg, Project Information Literacy Progress Report, University of Washington's Information School, July 13, 2010. A nation-wide study showed that the majority of sample handouts for research assignments did not adequately guide students to finding and using information.

Quality Matters:

- Quality Matters is a leader in online education and has received national recognition for its peer-based approach to content in online education and student learning.

Comments (0)

Session Handouts

- Rubric to Evaluate Research Assignment Handouts
- Pre-planning Checklist: Research Assignments
- Bibliography

Comments (0)
SC.Master-Designing Research

Assignment Handouts: Essential Elements to Promote Student Success

Course Modules

Course Introduction

- Course Introduction
- Participant Introductions

Module 1: Research Assignment Handouts--What Research Says...

- Lesson 1: Read Project Information Literacy's Report on Research Assignment Handouts
- Assignment 1: Reflect on the Project Information Literacy Report (25 pts)

Module 2: Analyzing Research Assignment Handouts
History: Research-based content

Project Information Literacy
A large-scale study about early adults and their research habits

Project Information Literacy is a national study about early adults and their information-seeking behaviors, competencies, and the challenges they face when conducting research in the digital age.

The large-scale and collaborative research initiative investigates how early adults from different college campuses conduct research for coursework and how they conduct "everyday research" for use in their daily lives. 

What Is PIL? >

What is PIL? Check out an infographic with key findings from our research. Tune in and watch a short video about ongoing research study, including what we have discovered about how today's college students find information and conduct research for coursework and in their everyday lives.

Day after Graduation Study >

How do college graduates make the critical information transition from the campus to the workplace? What needs and expectations do employers have for how college hires solve information problems? Read PIL's 2012 research report with findings from interviews with 23 employers and 33 recent graduates in the U.S. (38 pages, 5.8 MB). Watch the preview video.

The latest coverage:
- Radio Berkman (podcast)
- Education Week
- Inside Higher Education
- Library Journal

AT A GLANCE

Inception: 2008

Goal: We are a public benefit nonprofit dedicated to studying how early adults conceptualize and operationalize research in the digital age.

PIL Passage Studies: In August 2012, we began a new research initiative, "The PIL Passage Studies," which are a series of studies investigating the critical information transitions early adults go through in their lives.

Recently Released: In October 2012, PIL published a research report from an exploratory study that investigated how college graduates solve information problems once they leave campus and join the workplace (38 pages, 5.8 MB). For the first six months in 2012, the PIL Team conducted 21 telephone interviews with employers across the U.S. and held five focus groups with a total of 33 recent graduates from four colleges and universities.

Upcoming Speaking Events:
- Georgia Intl. Conference on Information Literacy
  Savannah, GA, August 23, 2013 (AHL)
- 2013 Johannah Sherrer Memorial Lecture
  Lewis & Clark College, Portland, OR, September 20, 2013 (AHL)
ASSIGNING INQUIRY:

How Handouts for Research Assignments Guide Today’s College Students

BY ALISON J. HEAD, PH.D. AND MICHAEL B. EISENBERG, PH.D.

PROJECT INFORMATION LITERACY PROGRESS REPORT
JULY 12, 2010
THE INFORMATION SCHOOL, UNIVERSITY OF WASHINGTON
RESEARCH SPONSORED WITH CONTRIBUTING FUNDS FROM THE JOHN D. AND CATHERINE T. MACARTHUR FOUNDATION

Abstract: A report of findings from a content analysis of 191 course-related research assignment handouts distributed to undergraduates on 28 college campuses across the U.S., as part of Project Information Literacy. A majority of handouts in the sample emphasized standards about the mechanics of compiling college research papers, more so than guiding students to finding and using sources for research. Most frequently, handouts advised students to use their campus library shelves and/or online library sources when conducting research for assignments, though most handouts lacked specific details about which of the library’s hundreds of databases to search. Few handouts advised students about using...
History: In-person Workshop 2011

Email Announcement to Faculty

Who: For MCCCD faculty from all disciplines. Sponsored by the MCCCD Information Literacy Group & MCLI

What: “Research Assignment Handouts: Essential Elements to Promote Student Success” (3 FPG clock hour, approved)

A hands-on workshop to help faculty design better instructional handouts for research assignments

Where: Rio Salado College, Room 5b (located on the 5th floor of the Tower)

When: Wednesday, February 22, 2011, 1:00pm – 4:30pm

Why: Recent results from Project Information Literacy (http://projectinfilt.org/), an ongoing large-scale national research project, showed that the majority of sample handouts for research assignments did not adequately guide students to finding and using information.

Sign-up: MCCCD MCLI Workshop Announcement & Registration: http://mcli.maricopa.edu/node/1679

Limit: 40 participants
History: Workshop took on a life of its own...

- Continued interest from District’s Faculty
- "Outsiders" found workshop
- District Librarians’ divergent interests in ongoing workshops
History: Exploring logistics

- Timing?
- Structure?
- Possible platforms?
- Sustainability?
- FPG Accountability?
Reluctance?
Pedagogy: Learnshop Repackaging

- Effective
- User friendly
- Enjoyable
- Motivational
- Rigorous
- Participant centered
Pedagogy: Essential Elements of Learnshop Design

- Learning outcomes
- Support institutional initiatives
- Evidence based
- Design features (active engagement, reflection, application, expectations & feedback, assessment)
Pedagogy: Online Professional Development – Best Practices (aligns with Quality Matters)
Pedagogy: Online Professional Development – Best Practices

- Communication
- Interaction
- Continuous planning
Welcome to *Research Assignment Handouts: Essential Elements to Promote Student Success*! Faculty librarians, Christine Moore (GCC) and Renee Smith (GCC) are looking forward to serving as your instructors throughout this course. We have a strong commitment to information literacy and working collaboratively with faculty.

In general we will respond to your questions about this online course within 1-2 days. Feedback for assignments may take 3-4 days depending on the specific assignment. Please do not hesitate to ask for clarification about assignments before submitting them. Note that all assignments and requirements for this section must be fulfilled by March 8, 2013.

We encourage you to use the following *suggested* schedule of completion dates:

Module 1: January 21  
Module 2: February 4  
Module 3: February 18  
Module 4: March 4

These are simply guides for pacing your progress rather than hard and fast deadlines.

We’ve added your name to the student roster so please let us know if you do not receive the course invitation.

Sincerely,  
Renee Smith and Christine Moore

**Contact Information:**  
Renee Smith  
renee.smith@gccaz.edu  
623-845-3110

Christine Moore  
christine.moore@gccaz.edu  
623-845-3425
Lesson 1: Research Assignment Handouts--What Research Says...

Learning Objective:
After viewing the Project Information Literacy introductory video and reading the full report, Assigning Inquiry: How Handouts for Research Assignments Guide Today's College Students, demonstrate understanding of the common pitfalls of course-related research by articulating elements of a research assignment handout that promote student success.

Assignment 1a: Comment on the PIL Report
Create a post on the course discussion board, sharing an "ahah!" moment from your reading of the PIL Report.

Assignment 1b: Assignment Handout Elements
Promoting Student Success
Describe at least 3 elements of research assignment handouts that promote student success. Tie your comments to specific information from the Project Information Literacy report and also include personal observations from your teaching experiences.
Sample Content: Instructional Materials

### Rubric to Evaluate Sample Research Assignment Handout

Use the rubric below to help you evaluate the sample research assignment handout. The checklist is divided into three sections that align with the Project Information Literacy report (http://projectinfokit.org/pdf/PHI_Handout_Study_finalJuly_2010.pdf).

1. Review each criterion and select the appropriate level: 1 = Not included, 2 = Partially included or not well defined and 3 = Included and well defined.

**Assignment Requirements**

<table>
<thead>
<tr>
<th>Provides project parameters (e.g., structure, mechanics, number of pages, length of speech, required headings).</th>
<th>1</th>
<th>2</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clarifies that research can take time. (e.g., length of time to do research explained, breaks assignment into stages with different due dates).</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Identifies number of sources required.</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Defines types of sources required.</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Specifies a specific citation style to use.</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
</tbody>
</table>

**Research Guidance**

| Instructs on how best to select a topic. | 1 | 2 | 3 |
| Directs students where to find information sources. | 1 | 2 | 3 |
| Specifies recommended sources to use. | 1 | 2 | 3 |
| Discusses how to do research. | 1 | 2 | 3 |
| Explains how to use sources. | 1 | 2 | 3 |
| Describes how to prevent plagiarism (e.g., note-taking techniques, how to paraphrase, plagiarism prevention services). | 1 | 2 | 3 |
| Explains importance of currency and how to evaluate information based on timeliness. | 1 | 2 | 3 |
| Explains importance of reliable information and ways to evaluate information based on the source's authority. | 1 | 2 | 3 |

**Support**

| Lists instructor availability for assistance with research. | 1 | 2 | 3 |
| Lists librarian availability. | 1 | 2 | 3 |
| Lists tutoring availability. | 1 | 2 | 3 |
| Lists learning center (e.g., writing, computer) availability. | 1 | 2 | 3 |

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### Key Findings From Project Information Literacy

- 76% of students surveyed considered written guidelines about course-related assignments to be one of the most helpful materials an instructor can provide.

**Research Assignments**

- Written guidelines for research assignments play an integral role in helping students define situational context — how to meet the instructor's expectations.
- Students tend to use handouts to define information-gathering context — to find and use appropriate information sources.

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### Planning Checklist: Research Assignments

- **Instructions:**
  - Each course must have a list of resources ready to help students avoid student stumbling blocks, and have a list of resources ready to help students avoid student stumbling blocks.
  - Each course must have a list of resources ready to help students avoid student stumbling blocks.
  - Each course must have a list of resources ready to help students avoid student stumbling blocks.
  - Each course must have a list of resources ready to help students avoid student stumbling blocks.
  - Each course must have a list of resources ready to help students avoid student stumbling blocks.

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**SUPPORT**

- Include links and contact information for Librarian(s), Tech Support, and Tutoring services in addition to your own contact information.
- Encourage your college librarian to assist students (e.g., when you are asking the librarian for assistance).
- Connect students to their college library or (Library, Reference, Circulation, etc.)
- Connect students to information sources such as Research Tips, Library Databases, etc.
- Demonstrate support services in class, such as Library 2017-0520.

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In Module 1 you read the report, Assigning Inquiry: How Handouts for Research Assignments Guide Today’s College Students.

At the end of Module 2’s lesson, you will be asked to critique a research assignment handout using a rubric that MCCCD’s Information Literacy Group (ILG) designed. The Rubric to Evaluate Sample Research Assignment Handout is based on factors discussed in the Project Information Literacy report.

Annotated Bibliography Assignment Instructions

The objective of this assignment is for you to more closely examine a specific topic discussed in this course by gathering resources and creating an annotated bibliography.

A bibliography is a list of citations to resources such as book and articles. An annotated bibliography not only lists each of the sources but describes or evaluates them. These descriptions and evaluations are called annotations.

Using library resources, locate ten high quality sources related to your topic. At least 4 of your sources must be peer reviewed, scholarly journal articles. You may not use the web for this project.

For each of your ten sources, create an MLA style citation and then write a paragraph describing and evaluating the source. For more information on how to write an annotated bibliography see http://owl.english.purdue.edu/owl/resource/614/01/

Due date 1: A list of your ten sources is due on 3/15/2012. Each source must be properly formatted in MLA style.

Due date 2: Annotations for at least five of your sources are due on 3/30/2012.

Final Due date: All ten sources must be properly formatted in MLA style and include annotations. Due by 4/12/2012

I am available for assistance during my office hours or by appointment.

You may also consult the Writing Center for assistance at (480) 555-1212. Writing tutors can meet with you in person or online.
Assessment

• Standard FPG assessment forms for workshops

• Focus groups

• Outside feedback
## Assessment: FPG Course Evaluation Themes

### Open-ended questions

<table>
<thead>
<tr>
<th>Enjoyed most:</th>
<th>In-person workshop (27)</th>
<th>Online Learnshop (19)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Interaction/collaboration</td>
<td>9</td>
<td>8</td>
</tr>
<tr>
<td>Activities: Evaluation/analysis</td>
<td>6</td>
<td>7</td>
</tr>
<tr>
<td>Information/Resources</td>
<td>5</td>
<td>8</td>
</tr>
<tr>
<td>Handouts</td>
<td>4</td>
<td>6</td>
</tr>
<tr>
<td>Presenters</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Examples</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Role of Librarians</td>
<td>1</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Most useful/valuable:</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>LibGuide Resources</td>
<td>12</td>
<td>Resources/library</td>
</tr>
<tr>
<td>Handouts/tools</td>
<td>6</td>
<td>Revising/Reflection</td>
</tr>
<tr>
<td>Activities/Hands on/Analysis</td>
<td>5</td>
<td>Handouts/tools/</td>
</tr>
<tr>
<td>Information/Checklist/Rubric</td>
<td>3</td>
<td>Info/Rubric/checklist</td>
</tr>
<tr>
<td>Learn from others</td>
<td>1</td>
<td>Learn from others</td>
</tr>
<tr>
<td>Readings</td>
<td>1</td>
<td>Relevant</td>
</tr>
<tr>
<td>Relevant</td>
<td>1</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Suggestions/Improvements:</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>More time to evaluate/collaborate</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Combine checklists</td>
<td>1</td>
<td>Provide more examples of good assignments</td>
</tr>
<tr>
<td>More workshops, (i.e.plagiarism)</td>
<td>1</td>
<td>Require more editing of assignments</td>
</tr>
<tr>
<td>More activities/less lecture</td>
<td>1</td>
<td>Add more reports (research backed)</td>
</tr>
<tr>
<td>Not hold on a Friday</td>
<td>1</td>
<td>Require briefer postings</td>
</tr>
<tr>
<td>Not relevant to discipline</td>
<td>1</td>
<td>Timing/end of semester conflict</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Give more clock hours</td>
</tr>
</tbody>
</table>
### FPG Course Evaluation: Comparing Fall and Spring / Online and In-Person

<table>
<thead>
<tr>
<th>RATING AVERAGES</th>
<th>FALL 2012</th>
<th>FALL 2011</th>
<th>SPRING 2013</th>
<th>SPRING 2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>5 (strongly agree) to 1 (Strongly Disagree)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. The topics addressed in the online course were relevant</td>
<td>5.00</td>
<td>4.84</td>
<td>4.63</td>
<td>4.63</td>
</tr>
<tr>
<td>2. The activities I engaged in were pertinent and worthwhile</td>
<td>4.89</td>
<td>4.84</td>
<td>4.50</td>
<td>4.50</td>
</tr>
<tr>
<td>3. The facilitators were effective and thorough</td>
<td>5.00</td>
<td>4.95</td>
<td>4.50</td>
<td>4.50</td>
</tr>
<tr>
<td>4. I learned something new and useful</td>
<td>5.00</td>
<td>4.89</td>
<td>4.63</td>
<td>4.88</td>
</tr>
<tr>
<td>5. It was worth my time to take this online course</td>
<td>4.89</td>
<td>4.74</td>
<td>4.50</td>
<td>4.75</td>
</tr>
<tr>
<td>6. My expectations were met</td>
<td>4.89</td>
<td>4.74</td>
<td>4.38</td>
<td>4.63</td>
</tr>
</tbody>
</table>

Responses: 9, 18-19, 8, 8
Assessment: Focus Groups

• Rob Morales conducted interviews
• Sampling from Fall and Spring participants
Focus Group: Themes from open-ended questions

November/February/March

Expectations clear?
- Beginning section noted needed tweaks
- Later sections stated yes to clear expectations

Flow and navigation? Revisions needed?
- Confusing module --was corrected for next go around
- Easy to navigate; scaffold to build upon
- Assignments specific to college--make more general

Time spent close to 4 Salary Advancement hours?
- Needed 7-8 hours (1st section)
- Materials alone take 4 hours; easy to spend more time
- More time to complete; can be completed in 4 ; quality work requires 6 hrs.
*Bonus comments: despite extra time, it was useful

Assignment rubrics helpful?
- One rubric had a disconnect
- Useful; recommend for new faculty
- Yes; helped with expectation; ranged from "detailed" to "no specifics"
Focus Group: Themes from open-ended questions
November/February/March

Instructor feedback private vs. open on discussion board?
Suggest "whole class" feedback to redirect misconceptions
Detailed, individualized feedback was helpful; better if participants engaged
If everyone missed point; good, make feel that I got what was looked for, comments
Feed back was quick, high quality, encouraging, positive, felt achievement
Felt like was in a silo; would be helpful to have overview of what others doing

Level of interaction?
Too small, did not work well vs. asynchronous is better for faculty
Add collaborative components with Google/Prezi, connectivity mapping
Not much of learning community vs. interacted with participants, helpful posts
Great feedback from facilitators
No interactions with colleagues vs. helpful to review posts
Lacking; no sense of what others doing…should learn from peers

General
Offer different parts or layers depending on needs (content or activities for FPG)
Set soft-deadlines;
Keep offering; offer summer
Flexible deadlines; reminders to complete useful
Content excellent/Great class
Would like to see more self-paced/Moving toward online faculty development
Continue to offering
Assessment: Feedback from “Outsiders”

• Project Information
  Literacy

• Other institutions

• New MCCCD developments
Lessons Learned

Effective: Learning outcomes/goals need to be equivalent
✓ Good content in a sustainable fashion
✓ Calculating FPG hours is difficult
✓ Setup the basics, then PDCA in-between
✓ Rubrics are important

User friendly & enjoyable
✓ Increase interactivity
✓ Plan activities to address enrollment
✓ Online flexibility is appreciated
✓ Canvas is a good platform

Motivational & Rigorous without overloading:
✓ Time it — avoid frenzied weeks in semester
✓ Faculty are professional/dedicated — relax
✓ Rotate facilitators
✓ Provide “content only”/non-facilitated model

Shift in the role of facilitator role
✓ “Grading” is mentoring
✓ Enjoyable /collaborative
Future for online professional learnshops?

- Project mushroomed
- District—well-received
- Still room to improve
- MOOC, Adjunct workshops or partnerships?


Questions/Discussion?