Assessing the Impact of Librarian Presence in an Online Course -or- High touch = High impact?

Jennifer Schwartz
Assessing the Impact of Librarian Presence in an Online Course
-or-
High touch = High impact?

Jen Schwartz
DePaul University Library
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Acknowledgement to my colleagues

- Jessica Alverson and Sue Shultz
  Co-investigators and embedded librarians in LL 300 online courses
Background
Overview of School for New Learning (SNL)

- Founded in 1972, DePaul college serving nontraditional adults (24 and older)
- Competency based: gives credit for experience and students design individualized programs
- Characteristics of SNL students
Evolution of our Library’s involvement with SNL

- 1978: A print workbook
- 1990s: Increasing Library involvement developed through several stages
  - Basic Library orientation
  - Course-integrated instruction
  - Print developed into an electronic workshop
  - Programmatic instruction for two courses: Foundations and College Writing
  - LL 300 (Research Seminar) replaced College Writing.
  - Programmatic instruction for Foundations and Research Seminar continue to this day
LL 300: Research Seminar

- Introductory, but intensive, course in systematic inquiry and research design
- Lifelong learning competency
- Prepares students for capstone project, Advanced Project
- Deliverables: annotated bibliography, literature review, and implementation-ready research proposal responding to a purpose, problem, and question each student chooses to target
Embedded librarianship

- Many meanings and models
- Library instruction: more collaboration and involvement
- Macro-level
  - learning objects added to the learning management systems
- Micro-level
  - librarian involvement at the course level
Evolution of our Library’s embedded model for LL 300

Embedded Model Timeline: the road to high-touch

➔ 2008 - embedded in LL 300 online
➔ 2013 - new model
➔ 2015 - revised again with tutorials
➔ 2016 - research project
Our new model (Revisions 2013)

1. Introductory video
2. Simplified our library assignment
3. Weekly email messages highlighting library resources and services & including encouragement
4. Required research consultation
5. Self-grading online tutorials (added 2015)
Why Assess?

- Changes to reference/instruction librarian staffing
- Increase in online courses being offered at DePaul
- LL 300 course a retention issue for SNL
- Culture of assessment
The Project
Our research question

Did the revisions to the Library’s embedded model of support for online LL 300 courses implemented in Fall 2013 impact the quality of students' bibliographies for their final proposals, and if so, in what way?
Methodology

- IRB
- 177 bibliographies, 6 quarters
- Anonymization
- Rubric + Norming
- Scoring
- Lots of spreadsheets!

References:

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## Rubric: Take 1

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quality of Sources (Scholarly)</td>
<td>At least 70% are scholarly sources</td>
<td>At least 30% are scholarly sources</td>
<td>Less than 30% are scholarly sources</td>
</tr>
<tr>
<td>Sufficiency of sources</td>
<td>16-25 sources listed</td>
<td>10-15 sources</td>
<td>Fewer than 10 sources</td>
</tr>
<tr>
<td>Selection of sources</td>
<td>Evidence of at least 70% use of library databases for sources</td>
<td>Evidence of at least 30% use of library databases for sources</td>
<td>Less than 30% use of library databases for sources</td>
</tr>
<tr>
<td>Variety of Publications (gets at whether or not student)</td>
<td>Evidence of at least 70% of sources from different publications;</td>
<td>Evidence of at least 30% of sources from different publications;</td>
<td>Less than 30% of sources from different publications;</td>
</tr>
<tr>
<td>Variety of Authors</td>
<td>70% of articles are from unique authors;</td>
<td>30% of articles are from unique authors;</td>
<td>Less than 30% of articles are from unique authors;</td>
</tr>
<tr>
<td>Variety of Perspectives</td>
<td>At least 3 different fields of thought are represented.</td>
<td>At least 2 different fields of thought are represented.</td>
<td>only 1 field of thought is represented.</td>
</tr>
<tr>
<td>Quality of Research Question</td>
<td>Student drafts a research question that meets 3 or more of the following criteria for effective research questions: Addressing a specific, narrowed topic Facilitating analysis with an open-ended How? or Why? question Suggesting a structure for drafting or methodology for analysis Facilitating participation in an existing scholarly conversation Possessing a clear motivating purpose or significance</td>
<td>Student drafts a research question that meets 2 of the following criteria for effective research questions: Addressing a specific, narrowed topic Facilitating analysis with an open-ended How? or Why? question Suggesting a structure for drafting or methodology for analysis Facilitating participation in an existing scholarly conversation Possessing a clear motivating purpose or significance</td>
<td>Student drafts a research question that meets 1 of the following criteria for effective research questions: Addressing a specific, narrowed topic Facilitating analysis with an open-ended How? or Why? question Suggesting a structure for drafting or methodology for analysis Facilitating participation in an existing scholarly conversation Possessing a clear motivating purpose or significance</td>
</tr>
</tbody>
</table>
# Rubric: Take 5

<table>
<thead>
<tr>
<th>Criteria</th>
<th>5</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sufficiency of sources</td>
<td>21+ sources listed</td>
<td>17-20 sources</td>
<td>13-16 sources</td>
<td>10-12 sources</td>
<td>Fewer than 10 sources</td>
</tr>
<tr>
<td>Quality of sources</td>
<td>At least 80% are scholarly sources</td>
<td>At least 70% are scholarly sources</td>
<td>At least 60% are scholarly sources</td>
<td>At least 50% are scholarly sources</td>
<td>Less than 50% are scholarly sources</td>
</tr>
<tr>
<td>Selection of sources</td>
<td>Evidence of at least 80% use of library databases for sources</td>
<td>Evidence of at least 70% use of library databases for sources</td>
<td>Evidence of at least 60% use of library databases for sources</td>
<td>Evidence of at least 50% use of library databases for sources</td>
<td>Less than 50% use of library databases for sources</td>
</tr>
<tr>
<td>Variety of Publications</td>
<td>Evidence of at least 80% of sources from different publications;</td>
<td>Evidence of at least 70% of sources from different publications;</td>
<td>Evidence of at least 60% of sources from different publications;</td>
<td>Evidence of at least 50% of sources from different publications;</td>
<td>Less than 50% of sources from different publications;</td>
</tr>
<tr>
<td>Variety of Authors</td>
<td>80% of articles are from unique authors;</td>
<td>70% of articles are from unique authors;</td>
<td>60% of articles are from unique authors;</td>
<td>50% of articles are from unique authors;</td>
<td>Less than 50% of articles are from unique authors;</td>
</tr>
<tr>
<td>Variety of Perspectives</td>
<td>At least 3 different fields of thought are represented.</td>
<td>At least 2 different fields of thought are represented.</td>
<td>Only 1 field of thought is represented.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Quality of Research Question</td>
<td>Question meets all of the following criteria: Well-defined topic; addresses a specific, narrowed topic; Originality: the answer to the question cannot be found; must be created through synthesizing sources; there may be multiple viewpoints on the question's answer; facilitates analysis with an open-ended How? or Why? question.</td>
<td>Question meets 3 of the following criteria: Well-defined topic; addresses a specific, narrowed topic; Originality: the answer to the question cannot be found; must be created through synthesizing sources; there may be multiple viewpoints on the question's answer; facilitates analysis with an open-ended How? or Why? question.</td>
<td>Only 2 of the following criteria: Well-defined topic; addresses a specific, narrowed topic; Originality: the answer to the question cannot be found; must be created through synthesizing sources; there may be multiple viewpoints on the question's answer; facilitates analysis with an open-ended How? or Why? question.</td>
<td>Question meets 1 or less of the following criteria: Well-defined topic; addresses a specific, narrowed topic; Originality: the answer to the question cannot be found; must be created through synthesizing sources; there may be multiple viewpoints on the question's answer; facilitates analysis with an open-ended How? or Why? question.</td>
<td>Only 1 of the following criteria: Well-defined topic; addresses a specific, narrowed topic; Originality: the answer to the question cannot be found; must be created through synthesizing sources; there may be multiple viewpoints on the question's answer; facilitates analysis with an open-ended How? or Why? question.</td>
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</tbody>
</table>
## LL 300 Online Bibliography Assessment Rubric

<table>
<thead>
<tr>
<th>CRITERIA</th>
<th>5</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Quality of sources</strong></td>
<td>At least 80% are scholarly sources (17+)</td>
<td>At least 70%-80% are scholarly sources (12-16)</td>
<td>At least 60%-70% are scholarly sources (8-11)</td>
<td>At least 50%-60% are scholarly sources (5-7)</td>
<td>Less than 50% are scholarly sources (&lt;5)</td>
</tr>
<tr>
<td><strong>Sufficiency of sources</strong></td>
<td>21 + sources listed</td>
<td>17-20 sources</td>
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<td>Fewer than 10 sources</td>
</tr>
<tr>
<td><strong>Selection of sources</strong></td>
<td>At least 80% are from library databases (17+)</td>
<td>At least 70%-80% are from library databases (12-16)</td>
<td>At least 60%-70% are from library databases (8-11)</td>
<td>At least 50%-60% are scholarly sources (5-7)</td>
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</tr>
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<td><strong>Variety of Perspectives</strong></td>
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<td>At least 2 different fields of thought are represented.</td>
<td></td>
<td></td>
<td>only 1 field of thought is represented.</td>
</tr>
</tbody>
</table>
Results
### Meeting the Threshold for Success

<table>
<thead>
<tr>
<th>Rubric Criteria</th>
<th>Pre-Curricular Change: Before Fall 2013 (n=65)</th>
<th></th>
<th>Post Curricular Change: Fall 2013 and after (n=112)</th>
<th></th>
<th></th>
<th>All Students (n=177)</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number</td>
<td>%</td>
<td>Number</td>
<td>%</td>
<td>Number</td>
<td>%</td>
<td></td>
</tr>
<tr>
<td>15 or more sources</td>
<td>44</td>
<td>68%</td>
<td>87</td>
<td>78%</td>
<td>131</td>
<td>74%</td>
<td></td>
</tr>
<tr>
<td>11 or more scholarly</td>
<td>23</td>
<td>35%</td>
<td>62</td>
<td>55%</td>
<td>85</td>
<td>48%</td>
<td></td>
</tr>
<tr>
<td>11 or more from databases</td>
<td>48</td>
<td>74%</td>
<td>95</td>
<td>85%</td>
<td>143</td>
<td>81%</td>
<td></td>
</tr>
<tr>
<td>2 or more perspectives</td>
<td>57</td>
<td>88%</td>
<td>95</td>
<td>85%</td>
<td>152</td>
<td>86%</td>
<td></td>
</tr>
</tbody>
</table>
# Rubric Scores

<table>
<thead>
<tr>
<th>Rubric Criteria</th>
<th>Pre-Average Score</th>
<th>Post-Average Score</th>
<th>Percentage Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Number of sources</td>
<td>2.9</td>
<td>3.2</td>
<td>+10%</td>
</tr>
<tr>
<td>2. Number of scholarly sources</td>
<td>2.7</td>
<td>3.2</td>
<td>+17%</td>
</tr>
<tr>
<td>3. Number of sources from a database</td>
<td>3.9</td>
<td>4.1</td>
<td>+5%</td>
</tr>
<tr>
<td>4. Number of perspectives</td>
<td>3.4</td>
<td>3.7</td>
<td>+8%</td>
</tr>
<tr>
<td><strong>Total Score</strong></td>
<td><strong>12.9</strong></td>
<td><strong>14.2</strong></td>
<td><strong>+10%</strong></td>
</tr>
</tbody>
</table>
# Average Total Score

+10%

<table>
<thead>
<tr>
<th></th>
<th>Pre-</th>
<th>Post-</th>
<th>Percentage change</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Score</td>
<td>12.9</td>
<td>14.2</td>
<td>+10 %</td>
</tr>
</tbody>
</table>
Score Distribution: Number of Sources
Score Distribution: Number of Scholarly Sources
Score Distribution: Sources from Databases
Score Distribution: Perspectives

![Score Distribution Graph]

Criteria 6: Score Distribution

- Post
- Pre
What does it mean?

- Positive correlation between changes we made and higher scores
- Positive return on investment
- Room for growth*
What questions remain?

- Impacts of specific interventions
- Would newer data show more improvement?
- Influence of librarian vs. instructor
Moving forward...

- Revisions to SNL undergraduate curriculum
- Additional assessment
- Presentations to constituents
Teaching Presence
Community of Inquiry Model
Creating Presence

Weekly Messages
Creating Teaching Presence

What experts suggest for primary instructors:

- Encourage questions and reply promptly
- Infuse audio and video into the course
- Live weekly chat sessions
- Providing rubrics
- Providing incentives for discussion board postings
- Instructors must be visible on the discussion board
- Clear, precise instructions for homework
- Solicit student feedback to enhance the course
Creating Teaching Presence

What we did:

● Introductory video
● Series of emails -- including emails of encouragement
● Research Consultations - over the phone, over chat/IM, in person
● Self-grading online tutorials for instant feedback
Introductory Video

Jennifer Schwartz
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(773) 325-7830
Remember that the DePaul Librarians are here for you as you work through your literature review. You can contact us via:

- IM
- Phone
- Text
- Email
- or even in person (if you are in Chicagoland – we’d love to see you!)

Find all of our contact information here: [http://library.depaul.edu/get-help/ask-a-librarian/Pages/default.aspx](http://library.depaul.edu/get-help/ask-a-librarian/Pages/default.aspx)

We know that a research project is not finished until you hit submit, so reach for us if need be and good luck!

Jen Schwartz

jschwa17@depaul.edu
Research Consultations

LibCal / MyScheduler:

[Image of a webpage with a form for scheduling a research consultation, including fields for phone number, class, research topic, and consultation preference.]

Email Me
Schedule Appointment

Contact:
2350 North Kenmore Ave.
Chicago, IL 60614
(773) 325-7830

Confirm Appointment
Self-graded Online Tutorials

Quiz: What type of article is this?

- Trade Paper
- Scholarly

Emotional labour and job satisfaction of adventure tour leaders: Does gender matter?

Authors: Tafel, Patricia

Document Type: Article
Subject Terms: *EMOTIONAL labor
JOB satisfaction
ADVENTURE TOURISM
Emotional labour, gender, job satisfaction

Abstract: This study aims to examine potential gender differences between adventure tour leaders employed in...
Select References


Tutorials and Videos

Interactive Tutorials

Constructing a Search Strategy: http://tutorials.library.depaul.edu/e-learning/constructing-a-search-strategy-web/

Understanding Different Types of Journals: http://tutorials.library.depaul.edu/e-learning/working-with-journals-web/

Video

How to Find Subject-Specific Databases: https://www.youtube.com/watch?v=kdtFDxUwiwA&feature=youtu.be
Questions?
Feedback?

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jennifer.schwartz@depaul.edu