Designing an Upper-Level Research Course in an Online Environment

Susan N. Moore
*Limestone College, moores@sccsc.edu*

Janet Ward
*Limestone College, jward@limestone.edu*

Lizah Ismail
*Limestone College, SC*

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DESIGNING AN Upper-Level RESEARCH COURSE IN AN ONLINE ENVIRONMENT
LEARNING OBJECTIVES

- Attendees will recognize how to structure a 3-credit library research course for online or classroom
- Attendees will identify obstacles and methods to address these obstacles
- Attendees will participate in a brainstorming session for best assignment/assessment design and how these could be aligned to the ACRL Information Literacy framework
- Attendees will acquire knowledge that will help them draft a 3-credit library research course proposal
Introductions

• Let’s get to know each other!
  – Purpose for attending this workshop
  – Job title and/or experience
Limestone College Enrollment

• Today, Limestone College enrolls more than 1,000 traditional day students and approximately 2,500 Extended Campus students at eight sites in South Carolina and on the Internet.

• Limestone's total enrollment is more than 3,500, making it the largest private, regionally accredited institution in South Carolina.
Timeline of ID 305 Academic Research Development

- **Academic Dean requests Course**: July 14, 2010
- **8-Week ECI**: Aug 11, 2010
- **1st of 14 meetings began**: Aug 5, 2010
- **Embed Librarian in Online Course**: Aug 26, 2010
- **Finalized Textbook**: Sept 16, 2010
- **Brought to Arts & Letters & Curr Committee**: Dec 8, 2010
- **Req for BA & BS Liberal Studies**: Fall 2011
- **Day Course Introduced**: Fall 2015
- **Course Announcement**: Jul 27, 2011
- **Oct 25, 2010**: Became AWE Course
- **Oct 2011**: 1st Time Course Taught
- **April 2015**: Req for ENG Majors
- **Day Course & Rev 8-wk Course**: Fall 2014
History of ID 305 Academic Research
Course Development

• Goals for the course/learning outcomes and the ACRL Framework
• Activity 1 (part one)
Original Course - 2011


COURSE OBJECTIVES:
- Determine the extent of information needed.
- Access the needed information effectively and efficiently.
- Evaluate information and its sources critically.
- Incorporate selected information into one’s knowledge base.
- Use information effectively to accomplish a specific purpose.
- Understand the economic, legal, and social issues surrounding the use of information, and access and use information ethically and legally.
- Use their writing to extend and deepen their own learning.
- Articulate a question of some significance and address that question effectively in their writing.
- Demonstrate and describe the process(es) they use to revise and edit their own drafts.

LEARNING OUTCOMES: The student will be able to
- Create and refine topics
  - Identify keywords and create search statements
  - Find high quality books, scholarly journals, articles, and websites
  - Evaluate information
  - Paraphrase, quote, and cite sources in MLA and APA formats
  - Create an annotated bibliography and a research paper
  - Write informally and formally
  - Communicate their learning through writing
  - Develop an original focus/idea/viewpoint/thesis with materials appropriate to the audience and the purpose of writing
  - Use Standard Academic English
  - Employ appropriate disciplinary conventions as outlined in APA and/or MLA
  - Use appropriate skills and tools to revise and edit their writing
  - Reflect on writing and thought processes and articulate that reflection through writing

Current Course - 2015

TEXTBOOK: None

COURSE OBJECTIVES:
- Determine the extent of information needed.
- Access the needed information effectively and efficiently.
- Evaluate information and its sources critically.
- Incorporate selected information into one’s knowledge base.
- Use information effectively to accomplish a specific purpose.
- Understand the economic, legal, and social issues surrounding the use of information, and access and use information ethically and legally.
- Use their writing to extend and deepen their own learning.
- Articulate a question of some significance and address that question effectively in their writing.
- Demonstrate and describe the process(es) they use to revise and edit their own drafts.

LEARNING OUTCOMES: The learning outcomes for this course are aligned with the Framework for Information Literacy for Higher Education as defined by the Association of College and Research Libraries (ACRL) which states that learners developing their information literate abilities do the following (the list is not in:
- Authority Is Constructed and Contextual
- Information Creation as a Process
- Information Has Value
- Research as Inquiry
- Scholarship as Conversation
- Searching as Strategic Exploration
-
HISTORY OF ID 305 ACADEMIC RESEARCH COURSE DEVELOPMENT

- Stakeholders and Outreach
- Activity 1 (part two)
CHALLENGES AND SOLUTIONS
Challenges

Course Material:

i. Textbook

ii. Difficulty communicating with students

iii. Static content ([https://limestone9.blackboard.com](https://limestone9.blackboard.com))

iv. Instructor centered
Original Course Design
Challenges

Assignments:

i. Chapter readings (Mid-Term & Final Exams)
ii. Research assignments
iii. Discussion Board posts
iv. Research Paper
v. Plagiarism and Information Literacy PowerPoint presentations
vi. Activity 2
Solutions

Course Material:
(after two revisions – Fall 2014 and Spring 2015)

i. Recorded lectures (brief)

ii. No textbook

iii. Required meetings with Instructor via variety of formats including Skype (for online course)
Solutions

Assignments:

i. Literature Review instead of Research Paper

ii. Search Strategy Worksheets and Checklists

iii. Literature Review draft graded

iv. Plagiarism and Information Literacy interactive tutorials used for Mid-Term and Final Exams respectively
Solutions

Teaching Tools:

i. join.me

ii. Jing, Camtasia and iShowU

iii. LibChat and Blackboard Collaborate for virtual office hours

iv. Activity 3
Course Structure: Assignments and Assessments

• Syllabus and Course Schedule
• Sample Assignments from ID 305
• Rubrics
• Reflective component in Assignment
• Activity 4
Solutions

Blackboard course site
Contact Information

Lizah Ismail, Director of the Library
iismail@limestone.edu

Janet Ward, Asst. Director/Web Services
jward@limestone.edu

Susan Moore, Instruction Librarian/Archivist
smoore@limestone.edu