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### Designing an Upper-Level Research Course in an Online Environment

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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



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# Introductions

- Let's get to know each other!
  - Purpose for attending this workshop
  - Job title and/or experience

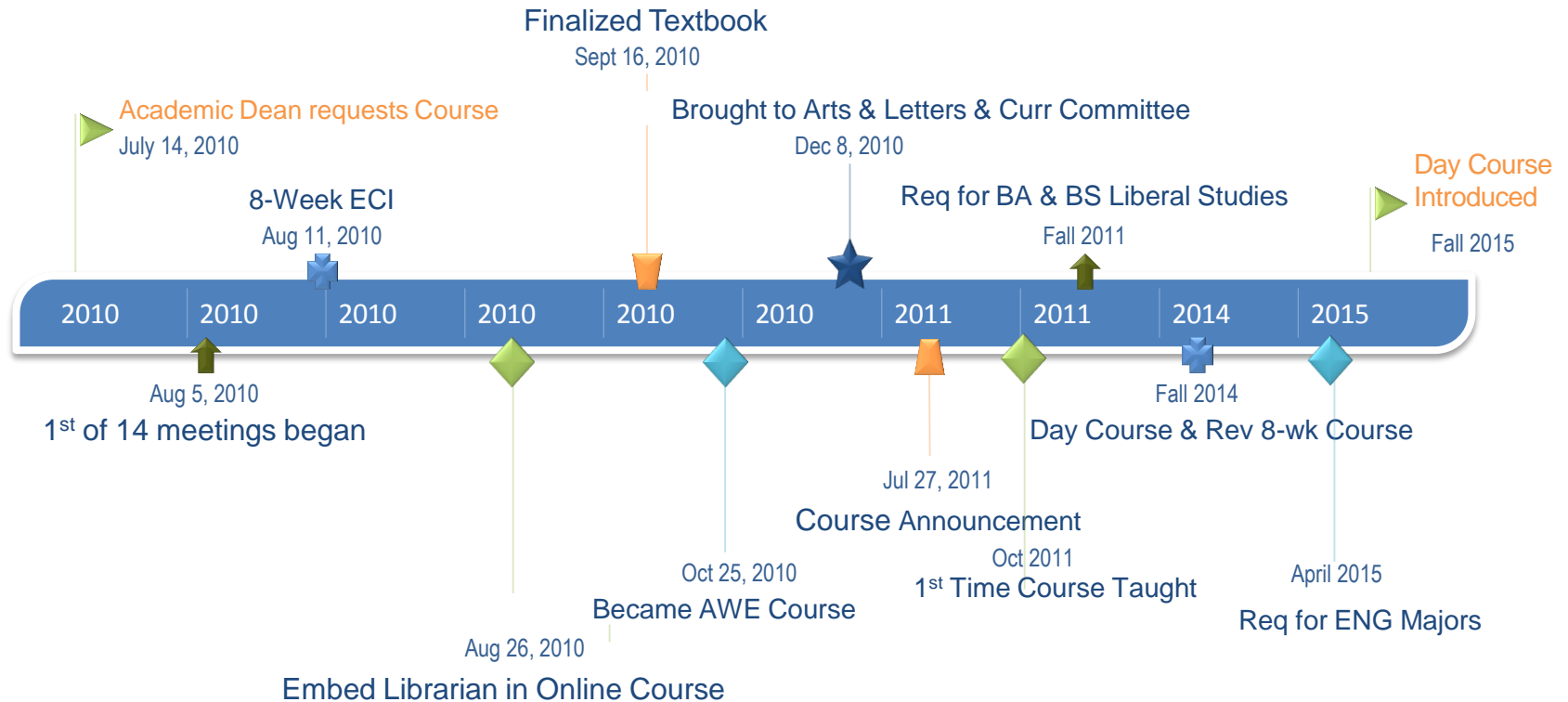


# Limestone College Enrollment

- 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



# History of ID 305 Academic Research Course Development

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



# Course Objectives & Learning Outcomes

## Original Course - 2011

**TEXTBOOK:** Badke, William B. *Research Strategies: Finding your Way through the Information Fog*. 4<sup>th</sup> ed. New York: IUniverse, Inc., 2011. Print.

### 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



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# Challenges

## Course Material:

- i. Textbook
- ii. Difficulty communicating with students
- iii. Static content (<https://limestone9.blackboard.com>)
- iv. Instructor centered



# Original Course Design

The screenshot shows a web browser window with the URL [https://limestone.blackboard.com/webapps/blackboard/content/listContentEditable.jsp?content\\_id=\\_124133\\_1&course\\_id=\\_44](https://limestone.blackboard.com/webapps/blackboard/content/listContentEditable.jsp?content_id=_124133_1&course_id=_44). The page is titled "Learning Modules" and is part of a course for "Term 4 FA13 ID305 Academic Research". The left sidebar contains a navigation menu with items like "Course Content", "Announcements", "Syllabus", "Assessments", "Assignments", "Calendar", "Chat", "Discussions", "Learning Modules", "Mail", "Media Library", "Glossary", "SCORM", "Web Links", "My Grades", and "Helpful Links". The main content area displays a list of learning modules, including "Week One (Creating Annotations/Evaluating Sources)", "Week Two", "Week Three", "Week Four", "Week Five", and "Week Six". The top navigation bar includes links for "My LC Blackboard", "Courses", and "My Career". The bottom status bar shows the time as 11:13 AM on 9/23/2015.



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# Original Course Design

The screenshot displays a web browser window with the URL [https://limestone.blackboard.com/webapps/blackboard/content/listContentEditable.jsp?content\\_id=\\_124167\\_1&course\\_id=\\_44](https://limestone.blackboard.com/webapps/blackboard/content/listContentEditable.jsp?content_id=_124167_1&course_id=_44). The page is titled "Week 4 (Journal Databases/Library Research Databases)" and is part of the "Term 4 FA13 ID305 Academic Research" course. The left sidebar contains a navigation menu with items like "Course Content", "Announcements", "Syllabus", "Assessments", "Assignments", "Calendar", "Chat", "Discussions", "Learning Modules", "Mail", "Media Library", "Glossary", "SCORM", "Web Links", "My Grades", and "Helpful Links". The main content area shows the "Week 4 (Please Read)" section, which includes a discussion prompt titled "Anatomy of a Research Article (Week 4 Discussion)" and an assignment titled "Assignment Three" with the description "Journal Databases (Library Research Databases)". Below this is an "Example Answer for Assignment Three" and a "Midterm" section stating "This midterm examination for ID 305 is a closed-book, no-note exam." The bottom of the screen shows the Windows taskbar with various application icons and the system clock indicating 11:19 AM on 9/23/2015.

Week 4 (Journal Databases/Library Research Databases)

**Week 4 (Please Read)**

**Anatomy of a Research Article (Week 4 Discussion)**

Choose one of your article citations that you are using for your research and complete the following steps:

1. Identify the basic parts of your research article citation.
2. Provide a brief description for each part.

There is a great example on the Library Guide page at <http://libguides.limestone.edu/content.php?pid=156250&sid=1323823>

**Assignment Three**

Journal Databases (Library Research Databases)

**Example Answer for Assignment Three**

**Midterm**

This midterm examination for ID 305 is a closed-book, no-note exam.



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# 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)



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# 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

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