IN PERSON, ONLINE AND IN-BETWEEN:
FINDING BALANCE AS INSTRUCTION INCREASES

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THE BACKGROUND

General Ed Courses and the UT Libraries

- *First-Year Studies 101* – Welcome to the libraries!
- *English 101: English Composition I* – Evaluating sources
- *English 102: English Composition II* – Using specific sources

- *Communication Studies 210: Public Speaking* – Advanced searches and scholarly sources
- *Communication Studies 240: Business & Professional Communication* – Advanced searches and scholarly sources

THE LEARNING OUTCOMES (A COMPARISON)

CMST 210

After completing this course, students should:

1. Possess an understanding of the communication process;
2. Possess an understanding of how to prepare, deliver, and evaluate speeches;
3. Possess an understanding of how to adapt speeches to different audiences;
4. Possess an understanding of how to develop and deliver speeches that include intercultural/international topics;
5. Demonstrate an understanding of the ethical responsibilities associated with public speaking;
6. Demonstrate the skillful use of communication in public speaking contexts;
7. Demonstrate the capacity to manage speech anxiety.

CMST 240

After completing this course, you should:

1. Possess an understanding of the communication process;
2. Possess an understanding of how to prepare, deliver, and evaluate messages in organizational contexts;
3. Demonstrate an understanding of the ethical responsibilities associated with business communication; and
4. Demonstrate the skillful use of communication in interpersonal, group, and presentation contexts

Haas, J.W. (2015). *Public speaking in a global context.* Plymouth, MI: Hayden-McNeil.

Haas, J.W (2015). *Business and professional communication in the information age.* Plymouth, MI: Hayden-McNeil.

THE BIGGER PICTURE

Instruction Statistics

- **2012-2013**
  - 479 sessions (168 Gen Ed)
  - 13,708 students
- **2013-2014**
  - 629 sessions (185 Gen Ed)
  - 16,260 students
- **2014-2015**
  - 640 sessions (138 Gen Ed*)
  - 20,165 students

**CMST 210 and 240: not included in 2014-2015 statistics*

Photo: Pixabay

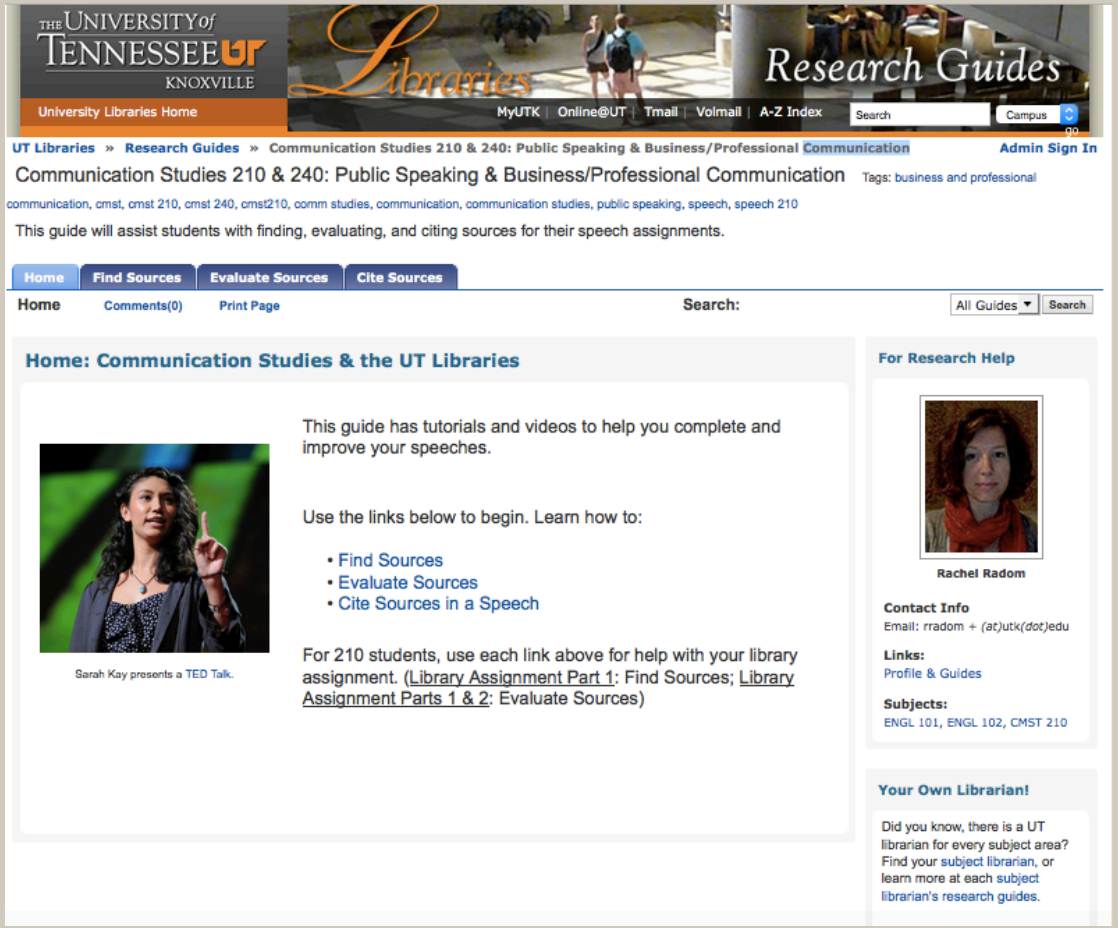
THE CHANGES

Spring 2013

- Moved from ”one-shot” to auditorium-style sessions
- Assessment through *Poll Everywhere* and three-part worksheet assignment

Fall 2014

- Moved from auditorium to online assignment
- Assessment through three *Guide on the Side* tutorials and final quiz in *Qualtrics*



CMST 210/ 240 Research Guide *(August 2014 screen capture)*

THE RESULTS - YEAR 1

The Good

- Reached approximately 2,800 students – nearly 1,350 more than previous year
- Increased support for CMST 240 courses
- Offered a "ready reference" that saved time and supported ease of assessment
- Heard positive instructor feedback, including perceptions of students' ability to identify scholarly sources and cite sources

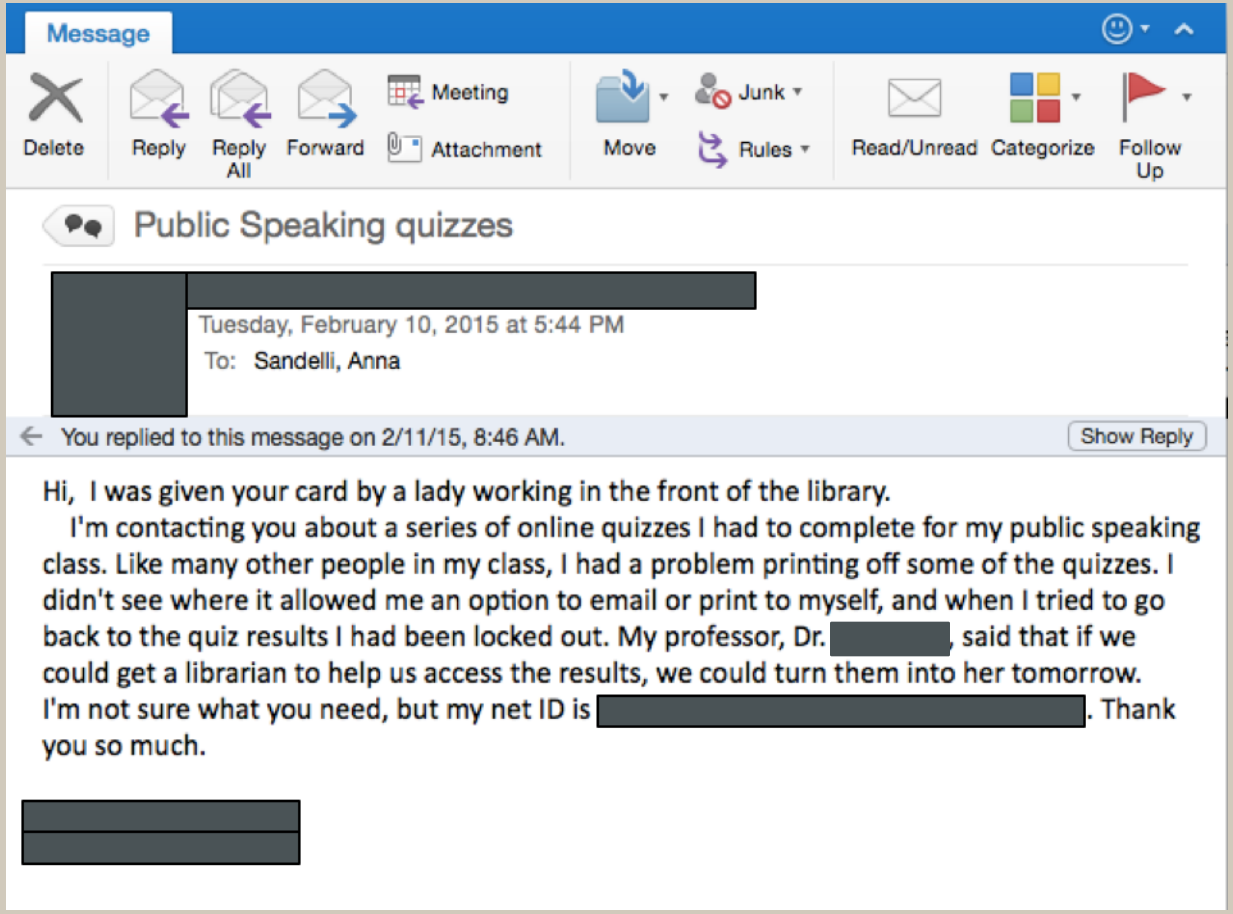
The Not-So-Good

- Confusion over instructions
- Manual grading and e-mail overload
- Loss of personalization and ability for "instruction on the fly"
- Uncertainty over whether students really learned from the experience

THE RESULTS - YEAR 1

In 2014-2015, fewer than 75% of respondents correctly:

- Identified missing elements in a citation
- Recognized authors' credentials
- Selected a scholarly source from among options
- Identified where on the Libraries' website to find books or articles on a specific topic



Screen shot of e-mail request, Spring 2015

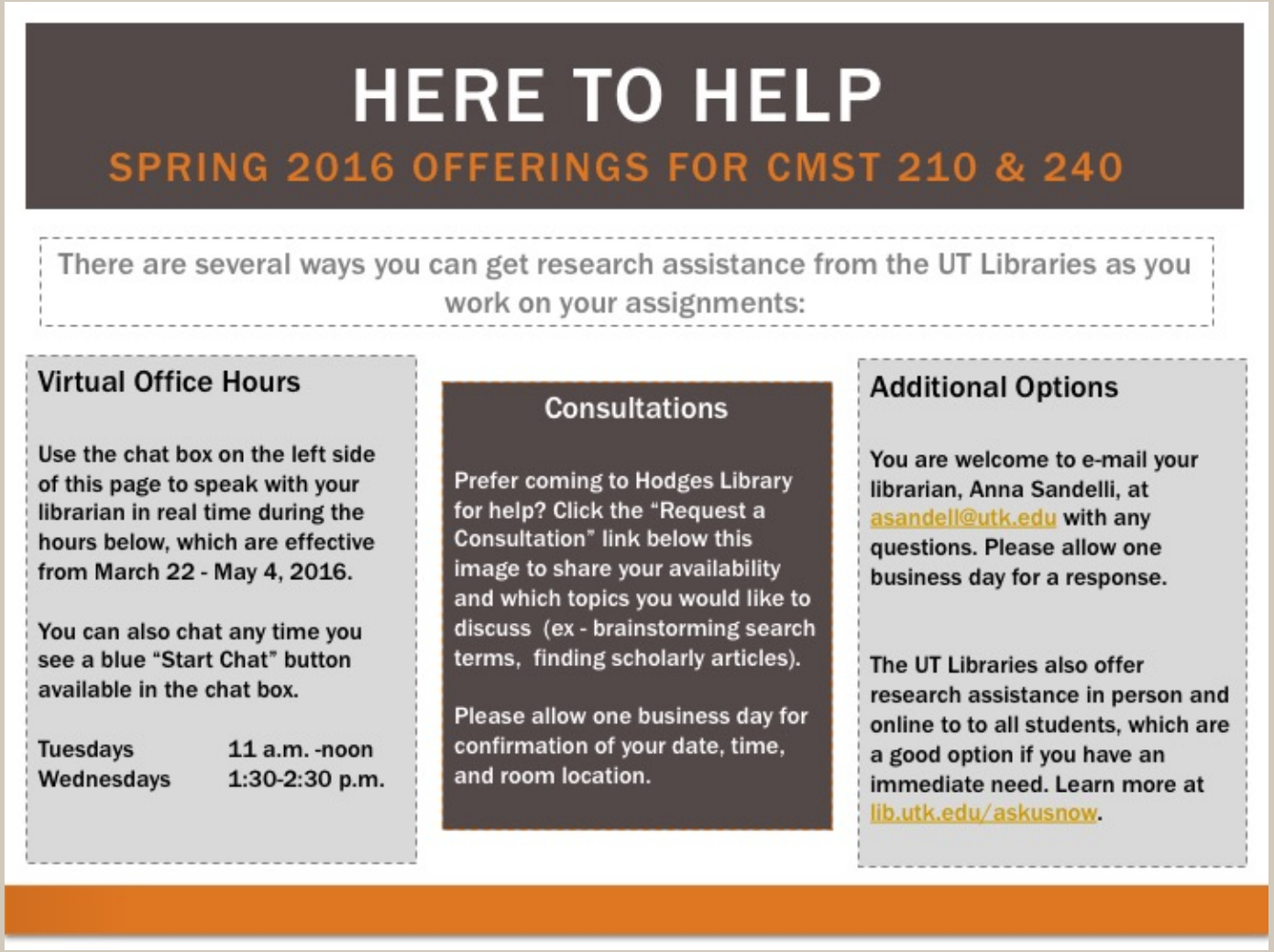
THE UPDATES - YEAR 2

Fall 2015

- Clarification of instructions
- Interaction with instructors
- Explanations to students

Spring 2016

- LibGuide personalization
- Virtual office hours
- Consults
- Walk-in workshops
- Snapshot e-mails and reports



THE RESULTS - YEAR 2

The Not-So-Good

- Little change in students' scores
- Low use of office hours and consults
- Unexpectedly high participation in evening walk-in workshop

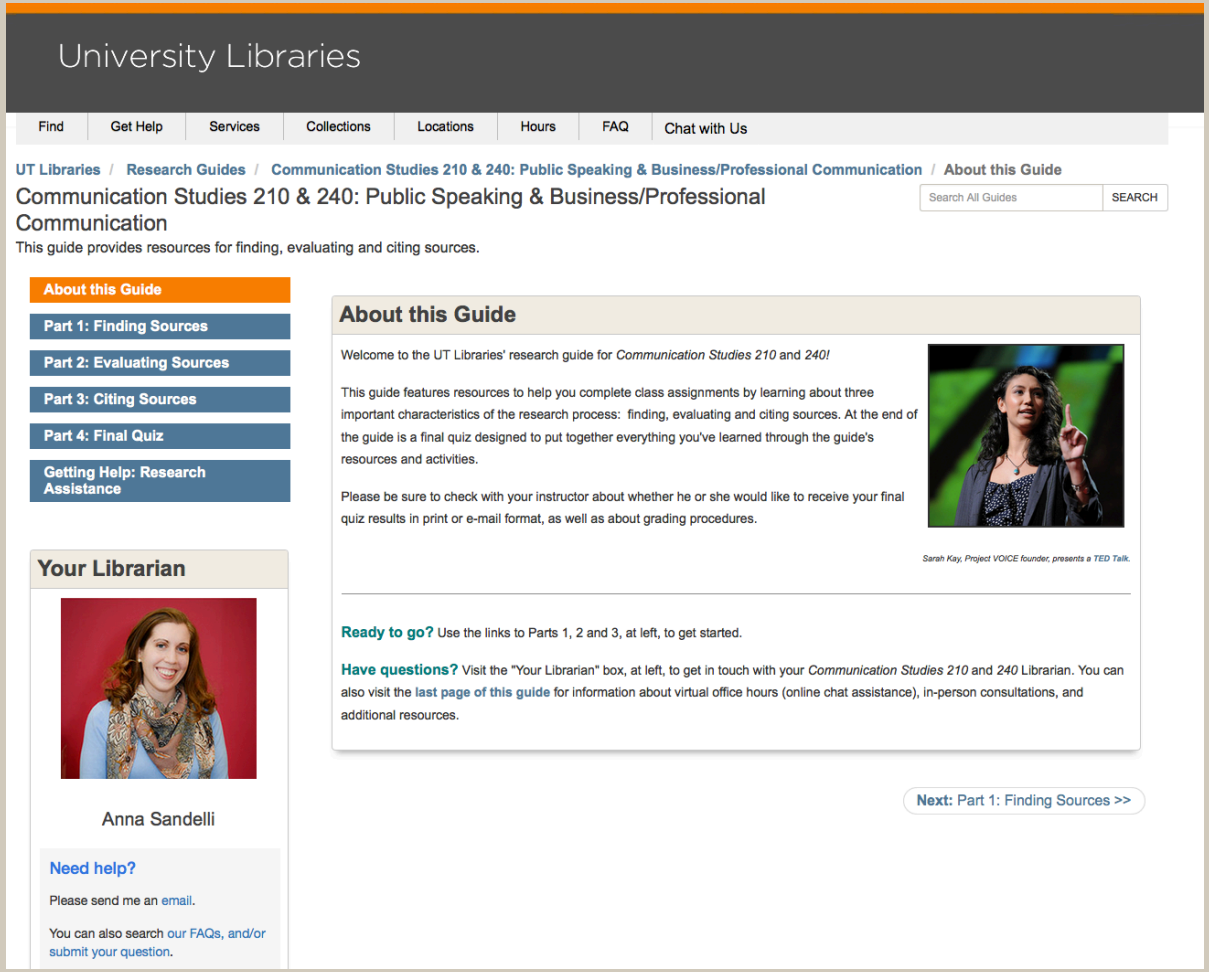
The Good

- Greater variety in students' questions
- Deeper appreciation for students' experiences with topic development, finding sources, and recognizing bias
- Start of new conversations with instructors (ex - visual literacy)

THE RESULTS - YEAR 2

CMST 210 and CMST 240

- 97% vs. 92% participation
- Differences in:
  - identifying a scholarly source
  - identifying where to find articles
  - Assignment timing

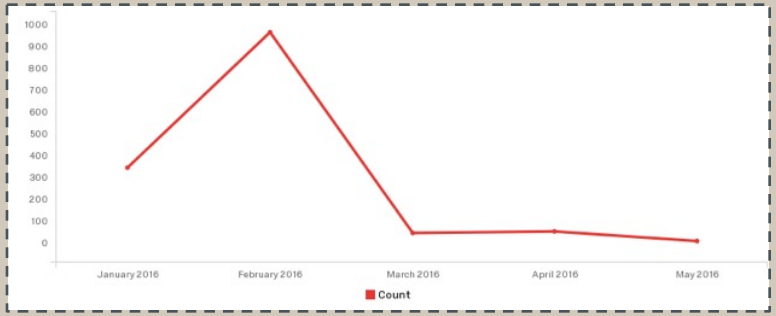


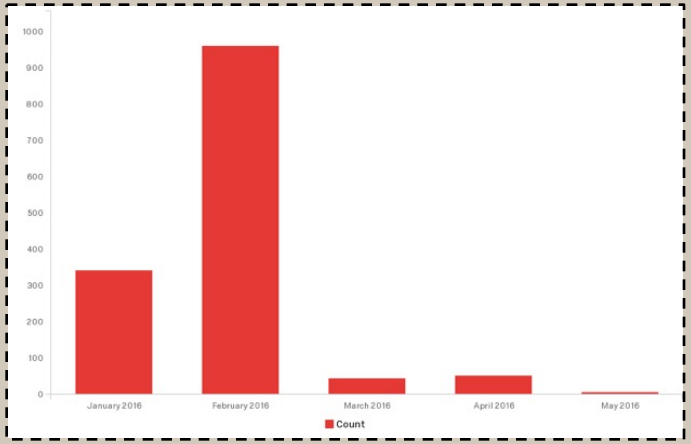
CMST 210/240 Research Guide (May 2016 screen capture)

THE REFLECTION

Considerations

- Added value vs. duplicative efforts
- “Bite-sized” experiences vs. “all-you-can eat” offerings
- Assignment approach vs. guiding philosophies
- Information in context for each course





Three different visualizations of CMST ’s final quiz completion dates, illustrating how the same information can be conveyed in varied ways.

THE REFLECTION

NCA's *Learning Outcomes in Communication* and the ACRL *Framework*

- Research as Inquiry
- Information Creation as a Process
- Authority is Constructed and Contextual

National Communication Association. 2015. *What should a graduate with a communications degree know, understand, and be able to do?* Retrieved from https://www.natcom.org/LOC/

LOC #3: Engage in Communication inquiry

- Interpret Communication scholarship
- Evaluate Communication scholarship
- Apply Communication scholarship
- Formulate questions appropriate for Communication scholarship
- Engage in Communication scholarship using the research traditions of the discipline
- Differentiate between various approaches to the study of Communication
- Contribute to scholarly conversations appropriate to the purpose of inquiry

LOC #4: Create messages appropriate to the audience, purpose, and context

- Locate and use information relevant to the goals, audiences, purposes and contexts
- Select creative and appropriate modalities and technologies to accomplish communicative goals
- Adapt messages to the diverse needs of individuals, groups and contexts
- Present messages in multiple communication modalities and contexts
- Adjust messages while in the process of communicating
- Critically reflect on one's own messages after the communication event

LOC #5: Critically analyze messages

- Identify meanings embedded in messages
- Articulate characteristics of mediated and non-mediated messages
- Recognize the influence of messages
- Engage in active listening
- Enact mindful responding to messages

THE NEXT STEPS

Four areas of opportunity

- Increasing connecting with instructors
- Cultivating conversations with students
- Exploring different needs of CMST 210 and 240 courses
- Experiencing what students experience in the physical and online classroom

Photo: Pixabay

DISCUSSION & QUESTIONS

Thank you!

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