In Person, Online and In Between: Finding Balance as Instruction Increases

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

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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
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


**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
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
**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
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
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)
CMST 210 and CMST 240

- 97% vs. 92% participation

- Differences in:
  - identifying a scholarly source
  - identifying where to find articles
  - Assignment timing
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
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/
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
Thank you!

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