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
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/
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
Thank you!

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