Case Studies in Collaboration: Promoting Libraries and Information Literacy for Course Personalization

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Panel Goals

• Introduce different types of courses and course personalization
• Successes and challenges of librarians that collaborate with faculty and instructors that are working within various constraints
Master Courses, Customization, & Course Design

**Master Course**
Institution develops materials, structure and assessments for course. Each section is essentially the same.

**Customization**
Faculty customize course components, such as due dates, policies, announcements, assignments, or discussions.

**Course Design**
Faculty design individual course structure, materials, assessments, etc. Each section is completely personalized.

Percentage of Online Adjunct Faculty by Level of Online Course Customization

- Course Designed by Adjunct: 31%
- 100% Customization: 21%
- Some Customization: 25%
- Minimal Customization: 12%
- No Customization: 11%

- An urban, private, non-profit university
- ~12,000 undergraduate students
- ~16,000 graduate students
- ~10,000 students enrolled in distance and online courses
- Primarily traditional students, but growing number of non-traditional distance and online students
Each program has only one full time faculty. Differing levels of control over content

Students are scattered across the metro area and also the world

Busy professionals earning a degree while working full time

Primarily graduate degree programs, but a few offer certificates and undergraduate completions
The ‘Hooks’

- “I can make your life easier”
- Make friends with Instructional Designers
- Find out who writes the emails that the faculty actually read
- Include concrete examples and links to critical resources in those emails
Relay currently operates 15 campuses and serves school leaders in 24 U.S. states and the District of Columbia, reaching over 3,000 educators.
Course Design at Relay

Centralized Curriculum Design
- Designed by curriculum design faculty; taught by instructional faculty

Who Teaches the Course
- Full Time Faculty
- Part Time Adjuncts

How the Course is Taught
- Synchronous Sessions
- Asynchronous Sessions
What have I done to work with instructional faculty?

**Incorporate Information Literacy**
- Collaboration with curriculum design faculty
- Library reference course
- One shot instruction

**Personalize Courses**
- Supplemental resources
- Tweaking assignments
- Discussion boards
Why should faculty care?

Build Relationships
- Participate in committees/working groups
- Coffee chats
- Social activities

Listen
- “What are you working on? What have you been thinking about lately?”
- Keep ear to the ground

Connect
- How does what you have to offer connect with their interests/concerns?
- Leverage relationships
How do I stay connected with faculty?

- **Individuals**
  - Regular check ins
  - More in-depth collaboration

- **Steering Committee**
  - Twice a year
  - Open to all faculty/staff
  - Helps identify influencers

- **Everyone**
  - Monthly newsletter for full time staff
  - Quarterly newsletter for adjuncts
Conclusion
<table>
<thead>
<tr>
<th>Fall 2017 Stats</th>
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<tbody>
<tr>
<td></td>
<td>49,475 enrollments</td>
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<tr>
<td></td>
<td>215 courses</td>
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<tr>
<td></td>
<td>36 OER courses</td>
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<tr>
<td></td>
<td>2,570 sections</td>
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<td></td>
<td>452 instructors</td>
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<td>1 librarian</td>
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Centralized Course Design at Scale

Master Course
- Complete Course provided to all instructors

Minimal Customization
- Syllabus, content, assignments, and policies set in advance

Every Section the Same
- No changes to content, assignments, or discussions

Student Experience is the Same
- Ensure that all courses meet the module learning outcomes and course competencies
Integrating the Library into the Master Course

- Incorporating existing library resources and learning objects into course components
- Results in suggestions for purchasing and creation of new library learning objects
- Marketing and outreach tool for course customization
Course Customization Post Design

- **News Items & Discussions**
  - Post relevant library resources
  - Post “Librarian Introduction”

- **Grading Feedback**
  - Permalinks
  - Citation resources

- **Policies**
  - Citation Format
  - Due Dates/Late Work
Other Outreach:

- Monthly CAE Instructor Newsletter
- CAE Webinars
- Annual Conference Presentations
- Course Design Work
- Program Chair Meetings
Penn State is One University, Geographically Disbursed
University Park Campus
23 Commonwealth Campuses
One World Campus
Over 150 accredited WC graduate and undergraduate degrees and certificates
Total PSU enrollment: 98,783
World Campus enrollment: 14,301 -- increased 890 students over previous year
WC Enrollment goal: 45,000 students by 2024-2025
## Program Planning and Management

- World Campus does not house academic homes
- Partners with existing colleges or programs to offer their degrees online
- Conducts rigorous market research prior to launching online degree

<table>
<thead>
<tr>
<th>Academic Unit Proposes Major</th>
<th>Rigorous Market Research is Done</th>
<th>Courses Assigned to Instructional Design Shop</th>
<th>Department decides faculty teaching model</th>
</tr>
</thead>
<tbody>
<tr>
<td>World Campus does not house academic units</td>
<td>Justifies expense to place major online</td>
<td>10+ design shops on campus</td>
<td>Typically contains department head of World Campus, regular faculty, and adjuncts</td>
</tr>
<tr>
<td>Academic department faculty teach courses</td>
<td>Means that online programs are established to succeed</td>
<td></td>
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<tr>
<td>Academic unit determines revision schedule</td>
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Funding model looks different for each college depending on partnership with World Campus

Varies by college and major
## Instructional Design Shops and Project Management

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<tr>
<th>Open and Flexible Design Shops</th>
<th>Closed and Fixed Design Shops</th>
</tr>
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<tbody>
<tr>
<td>- Flexible, adjunct instructors can change the course</td>
<td>- Inflexible, courses can only be revised at certain points of time</td>
</tr>
<tr>
<td>- Adjunct empowered, can fix courses and update content</td>
<td>- Course author is responsible for revising the course</td>
</tr>
<tr>
<td>- Time, requires time to make this happen</td>
<td>- Every course revision costs money and goes through project proposals</td>
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<tr>
<td>- Structured complete course revisions</td>
<td>- Multimedia is handled by separate unit</td>
</tr>
<tr>
<td>- Course author could be different than course instructor</td>
<td>- Specific templates used to structure design</td>
</tr>
<tr>
<td>- Example - Filippelli E-Education Learning Design</td>
<td>- Example - World Campus Learning Design</td>
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</table>
Course Design Process

Course Author Relationship
Course author assigned, meets with designer at regular intervals

Project Management
Provided template for course design, some design shops have contacting the library built into project management

Course Revisions
Revise at regularly specified intervals

Instructors and Authors
Course authors are not always course instructors

Content Creation
Two semester lead time for new course
Awareness of Library Involvement in Courses

- Monthly Newsletter, sent to faculty every three months
- Sites online page
- Website presence at library website
- Annual presentations to different faculty and instructional designer groups
- Packet of programs and initiatives run for World Campus
Outcomes of Efforts

Automagic Integration with Springshare

Modules pulled from repository

Suggested course materials

Discussion boards in classes

Embedded librarian assignments

Digital badges offered to courses
Questions & Conversation!

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