EDUCAUSE Learning Initiative Webinar - Participant Chat: Links and Abbreviated Transcript

Teaching with Technology: An In-Depth View of 5 Hybrid Courses Using Existing Online Course Materials

March 9, 2015: 1:00 p.m. ET (UTC-4; 12:00 p.m. CT, 11:00 a.m. MT, 10:00 a.m. PT)

Abbreviated Chat Transcript:


Veronica Diaz: (13:11) yes

Karen: (13:11) Embedding in online classes

Teri: (13:12) partnering with online classes, as well as creating online modules to add to existing curricula

University at Buffalo Libraries: (13:12) Partner with department faculty, general education providers, online learning coalition.

Colgate University: (13:12) Formal relationship - http://www.colgate.edu/faculty/collaboration-for-enhanced-learning

Forsyth Library: (13:12) Open Education Resources development

Andrew Bonamici, Univ of Oregon: (13:12) first-year program presence, wide variety of other instructional activities and connections throughout the undergrad and grad curriculum

Jade Winn, USC: (13:12) Course development at programatic level for foundation courses in graduate programs

Fran A: (13:12) co-direct and co-teach classes/courses

Sheila Stoeckel: (13:12) w/ instructional designers

Susan Payne: (13:12) We're embedding into online modules and figuring out how what we develop relates to the new ACRL information literacy framework

Catrice Barrett: (13:12) I co-facilitate a Teaching and Learning Interest Group with librarians to discuss and demo principles of instructional design

Maoria Kirker: (13:12) Designing a research assignment with faculty in the Honors College
Elizabeth Hodas - HMC: (13:12) We partner with our Library on lunch time teaching with technology seminar series.

Jade Winn, USC: (13:13) Online library tutorials embedded in online courses

University of Memphis, Libraries: (13:13) Embedded in online classes; collaborate with faculty for f2f instruction

Jade Winn, USC: (13:16) New framework used for SLOs in new GE curriculum USC 2016 (UG)

Michele Starkey: (13:17) went to CIC Information Fluency conference last week with a librarian to embed information fluency into RST major (with the help of librarians)

Michelle Millet, John Carroll University: (13:19) @Michele: What is RST?

Michelle Millet, John Carroll University: (13:21) These are really great projects and collaborations, everyone!

Michelle Millet, John Carroll University: (13:21) @Susan Payne: I would love to hear what you come up with!

Michele Starkey: (13:25) RST = Religious Studies

Michelle Millet, John Carroll University: (13:25) Thanks!

Jill Newby: (13:26) Deb, can you explain resource-based learning?

Veronica Diaz: (13:26) yes!

Michele Starkey: (13:26) yes

Debra Gilchrist: (13:26) hi jill:using library resources instead of textbo

Debra Gilchrist: (13:27) resource based learning is more natural inquiry - we turn to literature as professionals in trying to solve problems not textbooks

Hamilton College: (13:27) post-graduation success

Teri: (13:27) really need to make sure the professionals know how to continue searching/evaluating/appraising information after they leave their programs

Fran A: (13:28) professional boards success and practice preparation

Jade Winn, USC: (13:28) critical consumers and producers of information

Forsyth Library: (13:28) Create well educated citizens
scott (UCLA): (13:28) Better integration w campus LMS.

Sheila Stoeckel: (13:28) recruitment

Andrew Bonamici, Univ of Oregon: (13:29) added engagement as top choice from this list, but outcomes of that engagement are many... post-degree success in grad eucation or employment; undergrad research, (& big thumbs up for well-educated citizens!)

Forsyth Library: (13:29) Reduce costs of textbooks via OER

mreddick: (13:29) career development and problem solving skills

University of the Pacific: (13:30) SAILS, MISO

Fran A: (13:30) not campus wide but in courses someshat

Michele Starkey: (13:31) assessment of student learning outcomes across teh campus

Jade Winn, USC: (13:31) SLOs of GEs, SLOs of different types of library instruction (online F2F, activities based learning, no library instruction, online tutorials...)

Andrew Bonamici, Univ of Oregon: (13:35) re analytics -- what libraries are involved in e-portfolioservices? Supporting content development as portfolios are constructed? Preserving selected portfolio items in institutional repositories? etc.

Amanda Albert: (13:36) Kennesaw State University has the Digital Commons. It recently started a great e-portfolio project with the MA of Creative Writing... http://digitalcommons.kennesaw.edu/

Andrew Bonamici, Univ of Oregon: (13:37) thanks, Amanda!

Amanda Albert: (13:37) You’re welcome, Andrew!

Michelle Millet, John Carroll University: (13:37) @Andrew, those are great ideas. I think a lot of places are trying to get a handle on the *how* to get those kinds of things done.

Michelle Millet, John Carroll University: (13:37) We are just looking at a campus wide eportfolio system here on campus at JCU this spring.

Andrew Bonamici, Univ of Oregon: (13:39) thanks, @michelle -- I think there are great opportunities for partnership with academic and ed tech partners! so let’s keep talking!

Debra Gilchrist: (13:39) and Univ Minnesota folks are with us today!

Michelle Millet, John Carroll University: (13:39) absolutely!
Andrew Bonamici, Univ of Oregon: (13:41) very cool idea to get library connections into the CRM. We have Talisma here at UO, used mainly for admissions/recruitment

Iowa State: (13:41) Question for UMinn: how do you get the names/identities of students who have participated in lib instruction?

Michelle Millet, John Carroll University: (13:45) Admissions/Recruitment is oftentimes the most CRM savvy on your campus. Time to make more friends!

Susan Payne: (13:47) I'd be interested to hear how any library has integrated into DigitalMeasures

Debra Gilchrist: (13:48) Pierce set that up in advance with the classes we worked with. We knew which we wanted to target for individual student tracking vs overall class results

Amanda Albert: (13:48) Kennesaw State University is integrated into Digital Measures as contributing to our faculty portfolio-type info. I don't think we've ever thought about using it for assessment... Curious how this is done?

University of Minnesota Libraries: (13:48) We are able to go into Campus level reports system to get student IDs for course integrated instruction sessions (e.g. First Year Writing)

Michelle Millet, John Carroll University: (13:48) We are tracking students using Tutoring services in our learning commons. Note: Students are much more hesitant to TYPE to sign in with their IDs than if there are swipe card systems.

Iowa State: (13:49) Thanks UMinn

University of Minnesota Libraries: (13:49) At our campus all staff are able to do this

University of Minnesota Libraries: (13:49) Here is additional information and background: z.umn.edu/ldss

Debra Gilchrist: (13:49) The more libraries are involved with analytics the more those walls Megan is discussing will decrease

Amanda Albert: (13:49) Hi Megan! Thanks!! :)

Megan Oakleaf: (13:49) Hi Amanda!!

Megan Oakleaf: (13:50) Hi Minnesota!!

Megan Oakleaf: (13:50) Who else has questions? Keep them coming!

Veronica Diaz: (13:52) :) we liked the beam too
Helen McCullough--Allegheny College: (13:52) Does anyone see an ethical problem with gathering individual student data?

Andrew Bonamici, Univ of Oregon: (13:52) We've done some analysis of programs that have capstones, thesis requirement or options, professional terminal projects, etc. as a way to spot likely partners at upper division. This spreadsheet was very valuable not just for the libraries, but for academic leadership.

Cynthia Ippoliti: (13:52) Thank you

Megan Oakleaf: (13:53) Hi Helen,

Jill Newby: (13:53) So great to hear from IL leaders on this topic

Megan Oakleaf: (13:53) Yes, if it's done poorly. Individual level data has to be treated carefully, ethically, etc.

Megan Oakleaf: (13:53) Hi Jill!!

Helen McCullough--Allegheny College: (13:54) Hi Megan. Thanks for taking time to address this.

Guest: (13:54) I think I have better talking points with our new Library Dean. thank you.

Megan Oakleaf: (13:54) Lisa Hinchliffe and Andrew Asher did a presentation recently on this issue as well.

Debra Gilchrist: (13:54) thanks Guest!

Megan Oakleaf: (13:54) But IMHO the horse has left the barn, and higher ed is committed to using what data we have to help students.

Megan Oakleaf: (13:54) *students.

Megan Oakleaf: (13:55) Thank all of you for attending!!

Andrew Bonamici, Univ of Oregon: (13:55) Excellent session today -- thanks to all of you! I plan to share the recording well beyond the library into our ed tech and academic affairs leadership.

Susan Payne: (13:55) Thanks for a great presentation!

Debra Gilchrist: (13:55) thanks for all your contributions!

Michelle Millet, John Carroll University: (13:56) Thanks everyone!

University of Minnesota Libraries: (13:56) Thank you!

Amanda Albert: (13:56) Great presentation! Thanks presenters -- I plan on sharing this with others, as well!