ONLINE BADGE CLASSES FOR HIGH SCHOOL STUDENTS

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Library badge classes were created to fill a need.
Foresight 2020 and SEM Goals

• Increase participation in public higher education
• Improve retention and graduation rates
Learn more about the goals:


LIBRARY BADGES

Fall 2017
Purpose of Library Badges

• Provide pre-college students with an experience using library resources to locate scholarly information and prepare them to write college-level research papers
Target Groups

- Pre-college international and domestic students
- Homeschool students
- Returning adults
WPCE Promotional Methods

- Advertisements in various education and homeschool publications
- Emails and mailers to Kansas superintendents, principals, and counselors
- Emails to international former badge students and international agents
- Brochures in Ablah Library
- Office of Workforce, Professional & Community Education (WPCE) exhibited at the Teaching Parents Association Convention
Badges at WSU - Part 1

• 0.5 credit hours
• No textbooks
• Students may start coursework at any time until the last day of the semester
• Tuition and fees is $100 (scholarships available)
Badges at WSU - Part 2

- Graded pass/fail and included on a WSU transcript as BG (badge earned) or NBG (no badge earned)
- Requires 7.5 hours of direct instruction and 15 hours of outside course work throughout the semester

Students will learn to recognize when scholarly resources are needed, how to locate these resources, and how to evaluate the authority of these resources in order to prepare for college-level research.
Students will learn to ethically access, evaluate, and use information sources to accomplish a specific purpose, such as preparation of a research paper or project in order to prepare for college-level research.
Library Badges

- LASI 170BA and 170BB are equivalent to LASI 170 (1-credit)
- Online only (Blackboard)
- All ACRL Framework concepts are introduced between the two classes
AN INFLUX OF STUDENTS

Fall 2017
Scholarship Deadline

• 20th day of enrollment deadline for full scholarship ($100)
• Promoted by WPCE as well as Admissions, University Libraries and interested WSU administrators
• Enrollment crunch
Original Sections

• 170BA Open Enrollment
  • 65 students
  • 1.5 library instructors

• 170BB Open Enrollment
  • 63 students
  • 1 library instructor
Special Sections for 170BA

• Class 1 (four classes)
  • 86 students
  • 4 high school teachers
  • 2 library instructors

• Class 2 Class
  • 23 students
  • 1 high school teacher
  • 1 library instructor
Standard Procedure

- When an application is received, Admissions sends one letter to all students to a non-WSU email explaining how to locate his/her myWSU ID, set up a password and check on admission status.

- Documents located in Blackboard:
  - “Getting Started with Blackboard”
  - “Course Manual and Syllabus”
Late 2017

• Registrar sent letter to those not yet logged in to Blackboard with information about accessing the class
• Site visits to Class 1 and Class 2
• Extended deadlines
## Pass Rates

<table>
<thead>
<tr>
<th>CLASS</th>
<th>ENROLLMENT</th>
<th>BLACKBOARD ACCESS</th>
<th>PASSED</th>
<th>PASS %</th>
</tr>
</thead>
<tbody>
<tr>
<td>170BA Class 1</td>
<td>86</td>
<td>84</td>
<td>48</td>
<td>55.81%</td>
</tr>
<tr>
<td>170BA Class 2</td>
<td>23</td>
<td>23</td>
<td>7</td>
<td>30.43%</td>
</tr>
<tr>
<td>170BA Open</td>
<td>65</td>
<td>50</td>
<td>33</td>
<td>50.77%</td>
</tr>
<tr>
<td>170BB Open</td>
<td>63</td>
<td>47</td>
<td>27</td>
<td>42.86%</td>
</tr>
<tr>
<td>237</td>
<td>115</td>
<td></td>
<td></td>
<td>48.52%</td>
</tr>
</tbody>
</table>
Early Survey and Course Evaluation Comparison

- How confident are you locating information sources?

<table>
<thead>
<tr>
<th>CLASS</th>
<th>SURVEY</th>
<th>EVALUATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>170BA Class 1</td>
<td>44.15%</td>
<td>60%</td>
</tr>
<tr>
<td>170BA Class 2</td>
<td>34.78%</td>
<td>80%</td>
</tr>
<tr>
<td>170BA Open</td>
<td>41.17%</td>
<td>93.11%</td>
</tr>
<tr>
<td>170BB Open</td>
<td>75.01%</td>
<td>100%</td>
</tr>
</tbody>
</table>

Table shows results for “confident” and “very confident.”
Class 1 Comments (Negative)

• I don’t think this course should be given to sophomores in high school because all it does is stress them more than they already are and it’s not on there [sic] level.
• The students who had ACTs had to take a month off to do ACT prep so we were really behind. At school we only had 2 class hours per week to do the class. Some students do not own computers to work at home so it was hard.
Class 1 Comments (Positive)

• It was an interesting experience. I have managed to take some things out of it so thank you for the help. It is a great research class for beginners to take.
• Definitely interactive and quite enjoyable. There was also a nice range in assignment types.
• Overall I felt that this course was helpful and fun. It was challenging but not too difficult.
Open Enrollment Comments

• The course was very well organized and it was easy to get the hang of blackboard after a little messing around with it. Overall this course definitely helped me.
• Blackboard was somewhat confusing to operate, but the course offered efficient skills in learning about research databases and topics.
• Make sure everyone knows that to get to this course you have to go to blackboard. I was never instructed this and took about an hour to figure it out.
Open Enrollment Comments

• I enjoyed the course a lot. It was interesting and very informative. The instructors were very timely about helping me when I was having issues in the class.
• I really enjoyed taking this course and I believe it helped me a lot to prepare for college-level research.
• I thought this was a very useful course. It reinforced many of my known skills and improved on prior knowledge of sources, databases, etc. I also learned new ways to access and evaluate news things.
• I'm overjoyed that I have had the opportunity to take these classes to prepare me for college researching.
IMPROVEMENTS

To 170BA and 170BB Spring and Fall 2018
New Procedures

• The Registrar now sends an email to all enrolled badge students with information about:
  • Setting up password
  • Logging into student email
  • Logging into Blackboard
• ITS and Admissions worked to improve the admittance process
Course Improvements

• Revised “Getting Started in Blackboard” manual:
  • Clarify the importance of checking email
  • Navigating the various areas of Blackboard in and out of the course shell
  • Details about discussion board assignments
  • Locating the glossary
  • “What Next” section

• Revised assignments

• Clarified assignment instructions with screenshots where applicable

• Trimmed lesson objectives
Other Recommendations

• Site visits to local classes
• Include a glossary
• Require approval before student is allowed to begin next lesson
Fall 2018 Classes Added

- LASI 170BC Library Research: Plagiarism and APA Citations
- LASI 170BD Library Research: Plagiarism and MLA Citations
Assignments

- Readings and handouts
- Tutorials
- Searching in library databases
- Discussion Board forums
- Final Project (written assignment)
- Quizzes
Information on LibGuides

- Details about finding Blackboard and getting started
- Include course description and other information also included on the syllabi
- Generic syllabi
- Assignments
- Links to tutorials where possible
Links to Badge Class LibGuides

• Introduction to Research
  • https://libraries.wichita.edu/lasi170BA

• Resource Use, Citations, and Plagiarism
  • https://libraries.wichita.edu/lasi170BB

• Plagiarism and APA Citations
  • https://libraries.wichita.edu/lasi170BC

• Plagiarism and MLA Citations
  • https://libraries.wichita.edu/lasi170BD
## 2018 Enrollment

<table>
<thead>
<tr>
<th>SEMESTER</th>
<th>CLASS</th>
<th>ENROLLMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spring</td>
<td>170BA</td>
<td>1</td>
</tr>
<tr>
<td>Spring</td>
<td>170BB</td>
<td>2</td>
</tr>
<tr>
<td>Fall</td>
<td>170BA</td>
<td>12</td>
</tr>
<tr>
<td>Fall</td>
<td>170BB</td>
<td>2</td>
</tr>
<tr>
<td>Fall</td>
<td>170BC</td>
<td>3</td>
</tr>
<tr>
<td>Fall</td>
<td>170BD</td>
<td>3</td>
</tr>
</tbody>
</table>
Course Materials for 170BA

• Lecture “The Research Process”
  • Overview of writing a research question and identifying an information need
  • Learning more about a topic in scholarly sources
  • Presenting information in a paper, speech or poster

• Tutorials
  • Types of Sources
  • How to Create an Excellent Research Question
  • Choosing Keywords
  • Advanced Search Techniques
  • Evaluate your Sources

• Quizzes
  • Getting Started on Research
  • Searching for Information
DB Forums for 170BA

- Ask the Instructor and Coffee Shop
  - provide opportunities for engagement
- Information Literacy
- Research Process
- Background Information
- Write a Research Question
- Finding a Database
- Conducting a Database Search
Research Log Steps for 170BA

- Describe how you found a library database relevant to your research question
- Describe your search in the library database
- Describe the results and pick one
- Explain why you think this citation is likely to answer your research question
Course Materials for 170BB

• Reading ch. 6 “Network Literacy: Database Searching” by Welsh and Wright

• Tutorials
  • Tour of Services and Collections at University Libraries
  • Finding Articles using SmartSearch
  • Peer Review in 3 Minutes (North Carolina State)
  • Citation Tutorial for MLA 8th ed.
  • Avoiding Plagiarism

• Quizzes
  • Searching for Information
  • Citing Sources in MLA Style
DB Forums for 170BB

- Ask the Instructor and Coffee Shop
  - provide opportunities for engagement
- Research Question
- Search Tricks
- SmartSearch
- Evaluating Articles
- Correcting Citation
- Plagiarism
Annotated Bibliography for 170BB

• In SmartSearch, locate 8 scholarly article records relevant to research question
  • Copy/paste from citation aid, identify the database, subjects and permalink

• Pick three that are full-text
  • Include correct MLA style citation
  • Article summary
  • Insights and justification as related to research question
Course Materials for 170BC and BD

• Reading: “Intellectual Theft: Pitfalls and Consequences of Plagiarism” by Traniello

• Tutorials
  • Academic Integrity
  • Types of Plagiarism
  • Avoiding Plagiarism
  • Citation Tutorial for APA 6th ed. (or MLA 8th ed.)
  • Avoiding Plagiarism

• Quizzes
  • Academic Honesty
  • Citing Sources in APA Style (or MLA Style)
DB Forums for 170BC and BD

• Ask the Instructor and Coffee Shop
  • provide opportunities for engagement
• Academic Integrity
• Reflecting on the Consequences of Plagiarism
• Avoiding Plagiarism
• Database Citation Aids
• Scholarly Writing
Written Assignments for 170BC and BD

• Avoiding Plagiarism Worksheet:
  • Students read three different selections of text and create a quotation, a paraphrase and a summary

• List of Citations
  • Students must clearly identify a topic, research question or thesis statement
  • Create a list of seven citations in correct style (either APA or MLA) that support topic
Advice

• Consider your primary audience/student
  • Site visits might be important
  • Contact individuals who are not participating
• Include lots of formative assessments
• Include engaging topics in the discussion board
Suggested Readings

• WSUONE. How an idea becomes a badge <blog post>. https://blogs.wichita.edu/sem/idea-becomes-badge/