



Research Swag Bag: Building a Student Research Takeaway

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Overview

- » What becomes of class handouts? How do we ensure students are using the resources we teach them?
- » The idea of a research takeaway is that students maintain the control and use of the takeaway, putting its life and death in their hands.



What is Swag?

When I reference swag, I think of this:



Not this:



Evolution of EDT 251

- » English Faculty Member Taught for 20 Years, retired
- » Course Handed to Librarians to Teach in 2008
- » Course Overhauled:
 - > Elective 2 Credit Course
 - > Letter Grade
 - > 10 Weeks, Late start, Meet weekly for 2 Hours and 40 Minutes
 - > Enrollment Cap of 15
 - > Topics covered: Periodical databases, Web searching, Online catalog, Web site evaluation, Writing citations, Monograph evaluation, Research strategy
- » Conversion to Hybrid in Spring 2012
- » Building of online course began in Summer 2012



Why Go Online?

- » Information literacy is an essential skill academically, professionally
- » Convenient for students with multiple commitments
- » Likelihood of greater outreach and larger enrollment
- » Abundance of online, academic sources and finding tools
- » University-wide push for online courses



QM Standards

» The Quality Matters Program includes 8 standards:

1. Course Overview and Introduction
2. Learning Objectives
3. Assessment and Measurement
4. Instructional Materials
5. Learner Interaction and Engagement
6. Course Technology
7. Learner Support
8. Accessibility

From <https://www.qualitymatters.org/>



Course Content

- » Screencast lectures, with needed captioning
- » Online forum discussions for student-student interaction
- » Online quizzes
- » A depository for weekly assignments that would culminate into their large final assignment. This provides a place where student work is easily compiled and shared and is the basis for their research takeaway.



Designing the Takeaway

Original ideas and concerns with the takeaway:

- » Wiki in the LMS – Students lose access when the course ends
- » Wiki outside of the LMS, perhaps PBWorks – Students could use it to facilitate discussions and work on it as a class, but the maintenance and life of the wiki would fall to the instructor once the course ended.
- » Course website – Same thoughts as the Wiki
- » Individual student websites – Students would maintain and own the website. But with all of the free hosting sites available, with a wide range of templates, how do we make it easier for students new to website building and control the output of website designs to make grading and troubleshooting technology issues easier?



Choosing Google Sites

- » Google email and apps are currently used by our university.
 - > Students are familiar with the layout of Google products.
 - > Website is connected to their university id, so log in information is not easily lost.
 - > Ownership of the site is easily identifiable to the student.
 - > Students do not lose their email access when they graduate. Their site will remain active after they graduate.
- » Can build and share a template of your website.
- » Knowledge of html is not required to build their site.
- » Date stamps on the pages = verification of work completed by due dates.
- » Google provides videos and text to help explain how to build and edit your website (<http://www.google.com/sites/overview.html>)
- » Flash is not a required element which makes Mobile site viewing easier.



Building the Online Research Guide

Weekly topics covered in class readings and lecture screencasts were divided into different pages of the website. The pages include:

- » Home - includes a welcome image and citation that connect to the topic of the research guide
- » Building a Research Topic - includes a description of narrowing their topic and developing keywords to search
- » Finding and Evaluating Resources - includes subpages for Books, Articles, Websites, and Primary Sources
- » Resource Comparisons - include subpages for a Reference Comparison, Search Engine Comparison, and Video Comparison
- » Bibliography - focuses on 10 of their previously cited sources
- » Featured Resources - includes annotated citations for five of their Bibliography resources
- » Database Presentation - provides a link or shows the embedded screencast created by the student on a database of their choosing



In the LMS

The screenshot shows the niihka LMS interface. At the top is the niihka logo with the tagline "Miami University Collaboration & Learning Environment". Below this is a navigation bar with links: My Workspace, EDT 251, NSG 435 H A, BIS 201 M A, FLC - EHS Online Learning, eMiami Workshops, and More Sites. A sidebar on the left contains links: Home, Getting Started, Online Classroom (highlighted), Forums, Tests & Quizzes, Assignments, Announcements, Gradebook, Schedule, Resources, Mail Sender, Search, Training & Support, Help, and myMiami. The main content area is titled "Lessons" and "Online Classroom", displaying a list of 11 weekly topics with their respective dates.

niihka
Miami University Collaboration & Learning Environment

My Workspace EDT 251 NSG 435 H A BIS 201 M A FLC - EHS Online Learning eMiami Workshops More Sites

Lessons

Online Classroom

- Week 1 - Course Introduction, Building your Website, and Picking a Topic (2/18 - 2/22)
- Week 2 - Academic Libraries, Building your Research Topic, Boolean Searching, Citations (2/25-3/1)
- Week 3 - Locating Resources - Books and Reference (3/4-3/8)
- Week 4 - Spring Break - No class (3/11-3/15)
- Week 5 - Basic Database Searching (3/18-3/22)
- Week 6 - Web Resources (3/25-3/29)
- Week 7 - Digital media and Web 2.0 (4/1-4/5)
- Week 8 - Subject Specific Databases, Using Screencast-o-matic, Database Selection (4/8-4/12)
- Week 9 - Database Presentations (4/15-4/19)
- Week 10 - Using Information Legally and Ethically (4/22-4/26)
- Week 11 - Government Documents, Primary and Secondary Resources (4/29-5/3)
- Finals (5/6-5/11)

Niihka means "friend" in the Myaamia language.

EDT 251 Syllabus

- **Online Research Guide:** In this course you will be focusing on the research process. In doing so you will be building an Online Research Guide that you can use as a research aid for other courses. Over half of the course points (375 to be exact) will be earned by working on this guide. It will include 4 parts: Website Work, Working Bibliography, Bibliography Reviews and your Final Research Guide.
 - **Website Work:** At the beginning of the course, you will create a public website using Google Sites that will chronicle your work throughout the research process. This work will correspond to what would normally be done in-class and as homework. A template for your Google site and a how to video will be covered in our first class. This weekly work totals 100 points.
 - **Working Bibliography:** You will identify 10 resources on your topic that you have gathered through your Website Work and create a bibliography correctly citing your sources in APA or MLA format. The bibliography will be posted on your website and is worth 75 points.
 - **Bibliography Reviews:** You will choose 5 resources from your Working Bibliography and write a descriptive review for each of them. The reviews will be posted on your site under the "Featured Resources" tab. The Reviews are worth 100 points total.
 - **Final Research Guide:** Your Final Research Guide is the combination of the above three parts with all corrections made and the addition of images and personalization. Your guide will be worth 100 points.

Website Work

Website Work #8 – Locating a Primary Resource

Under the “Finding and Evaluating Resources” tab on your website, complete the “Primary Sources” page

Primary vs. Secondary Sources

In your own words, describe the difference between primary and secondary resources. Your description does not need to be more than one or two sentences.

Answer the following questions

- Which Website or Database did you use to search for a primary resource?
- What search terms did you use?
- What type of resource did you find on your topic? For example, is it a diary, a newspaper article written during the same time as the subject you are covering, a map, or a government document?
- Provide a link to the resource if possible.
- In 3 – 7 sentences, briefly describe what the resource is about and why it would be a useful source on your topic.

Reminder

The purpose of the website work is to help guide your research process. Each one is worth 10 pts & will be scored on a scale of 1-10.

Grading Rubric	
8-10 pts	<ul style="list-style-type: none">• All assignment requirements are met• Work shows thoughtfulness & creativity• Work contains very few errors
4-7 pts	<ul style="list-style-type: none">• Most assignment requirements are met• Work shows effort & thoughtfulness• Errors are minimal
1-3 pts	<ul style="list-style-type: none">• Some assignment requirements are met• Work shows effort
0 pts	<ul style="list-style-type: none">• Work does not show effort to meet assignment requirements <i>OR</i>• Work is submitted past deadline

[Home](#)[Building a Research Topic](#)[Finding and Evaluating Resources](#)[Books](#)[Articles](#)[Websites](#)[Primary Sources](#)[Resource Comparisons](#)[Reference Comparison](#)[Search Engine Comparison](#)[Video Comparison](#)[Bibliography](#)[Featured Resources](#)[Database Presentation](#)

About the Guide

This online research guide was created by an academic librarian for a 200 level information literacy course. The guide is part of a class assignment covering the research process.

[Finding and Evaluating Resources >](#)

Primary Sources

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Comments

You have no permission to add comments.



The Finished Template

MUM EDT251 Updated Dec 21, 2012, 9:47 AM

For use with the EDT 251 Effective Use of Libraries course at Miami University Middletown.

USE TEMPLATE

Sample Online Research Guide EDT 251

Search this site

Home

Building a Research Topic

▼ Finding and Evaluating Resources

Books
Articles
Websites
Primary Sources

▼ Resource

Comparisons

Reference Comparison
Search Engine Comparison
Video Comparison

Bibliography

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Home

Research Topic

Image relating to topic:



Citation for Online Images

MLA Example:

Artist's name. *Title of work*. Date of Composition. Institution that houses work. *Title of database or Website*. Medium of publication. Date of Access.

APA Example:

Author or Artist (Function). (Year work was created). *Title of work* [Type of Work]. Retrieved from URL of website

The template can be found at <https://sites.google.com/site/edt251long/> or searched for in Google Sites' Template Gallery under MUM EDT251



Student Examples

 Search this site

Home

Building a Research Topic

▼ Finding and Evaluating Resources

- Books
- Articles
- Websites
- Primary Sources

▼ Resource Comparisons

- Reference Comparison
- Search Engine Comparison
- Video Comparison

Bibliography

Featured Resources

Database Presentation

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Home

Pros and Cons of Protests at the University Level



Filo, John. 1970. Photograph. Kent, Ohio. *Time Magazine*. Photograph. May 3, 2013.

This research guide is to help understand, evaluate and prepare one for the process in which goes into a research project. The focus of this guide is protests on the University level. It is important to understand why protests are a chosen method among university students as well as what makes a calm, peaceful protest into a violent and dangerous one, putting all persons in its path at risk. Many university protests began in response to the Vietnam war. This was the time period that university protests were highest. To understand why they continue today it is important to understand the thought process of the students of that time period first. This guide also looks at the reasons and issues of what people protest as well.

Student Examples

Home
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Home

Racism in Society Today



Home

Building a Research Topic
▼ Finding and Evaluating Resources
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Articles
Websites
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Home

The Ballad of Ira Hayes.

Image relating to topic:



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Outcomes: Successes

- » Easy to build from template.
- » Student ownership of site linked to their email.
- » One location for posting website work = easy flow from week to week for completing online work.
- » The progression of weekly work on the website as part of their final assignment seemed to increase interest in ensuring all work was correct and gave students a chance to fix any mistakes, resulting in a takeaway void of errors.



Outcomes: Failures

The majority of the failures come from a lack of clarification on the part of the instructor and some unexpected issues with the technology.

More specifically:

- » Template gallery did not always load. Providing the URL to the template solved this issue.
- » Varying technology skills of students. Next time we will clearly state what the technology skill requirements are needed for the course.
- » Unforeseen issues with website access. Work done with a changing university domain may have been the cause, only time will tell.



Future Changes

- » Issues that arose from unclear directions will be updated
- » More detailed directions and a sample finished website will be provided.
- » Course change to 8 weeks, focus will remain on posting majority of work on the website.
- » Course is offered online in Fall and Spring. A hybrid option is also offered in the Fall.

