ONLINE COMPETENCIES CURRICULUM

INFORMATION FLUENCY

TECHNOLOGICAL ADAPTIVITY

COMMUNICATION & PRESENTATION
Dr. Wendy Hilton-Morrow - Augustana College
Dr. Kimberly Lawler-Sagarin - Elmhurst College
Ben Hommerding - St. Norbert College
Teagle Grant

- Partner Institutions
  - Augustana College
  - Elmhurst College
  - Illinois Wesleyan
  - St. Norbert College

- Repository of Digital Resources
  - Information Fluency
  - Communication and Presentation Skills
  - Technological Adaptability

- The “Odd Duck”
Goals

- **Project Level**
  - Useful and Transferable Toolset
  - Collaborative, Faculty-Led Process
  - Community Engagement

- **Module Level**
  - Measurable Gains
  - Transferability of Knowledge
OCC Project Organization
OCC Project Process

PREPARE
- Identify Faculty Teams
- Gather Campus Input
- Collaboration within teams

PRODUCE/PILOT
- Hold Production Workshops
- Showcase Project on Campuses
- Roll-Out Pilot Modules

REVISE/LAUNCH/ASSESS
- Overhaul modules
- Hold official launch events
- Collect and analyze data
ONLINE COMPETENCIES CURRICULUM

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TECHNOLOGICAL ADAPTIVITY

COMMUNICATION & PRESENTATION
Module Development Presented
Unexpected Challenges.

Original vision:
Cross institutional and cross-disciplinary!
Upper level competencies

Reality:
Content experts needed
Shift in module use and focus
Essential Elements

Dedicated program manager.
Plan for development support.
Intellectual property agreements in advance.
Anticipate faculty changes.
Design: More Unexpected Difficulties!

- Wordy
- Design problems
- Not adaptive
- Low level interaction

Interactive and adaptive

Version 1

Version 2
From Version 1 and 2

Introduction

Have you ever been asked by a professor to include a number of "credible" sources in your research? Isn't that a relative term? You might think something is credible but not have been given a good explanation of what that means. Isn't that a relative term? If you need to know the meaning, you might look it up in a dictionary.

This module will help you figure out what types of information found on the internet are credible. The information will save you time and frustration when you need to find information. We will explore each type of information below to get a college perspective.

Newspapers Scholarly articles Magazines Wikipedia Blogs
Social Media Search Engines Ebooks Credibility

That's Debatable

You and your friend have gotten into an argument! You want to prove them wrong. Where would you probably go first to find information for your debate? Click on where you'd go to first find information for your debate.
From Version 1 and 2

A blog is a series of posts, or entries, written by a single author and published to a website. Posts may be informative, creative, or a combination of both, and can include any type of media, such as text, images, music, videos, or podcasts. A blog is a dynamic site with a short bit of information that sticks to one topic, and readers can find blogs using a search engine, and most are easily accessible. Blogs are updated frequently, and in most cases, each post should be easy to find. In fact, blogs are so popular that you can find blogs using a search engine, and most are easily accessible.

Where did the term “blog” come from?
The word blog is a combination of two words—web and log. It was first used in the mid-1990s.

Who was the first blogger?
Justin Hall, who was then an American college student, started the first true blog. The year was 1994.

In the year 1999, there were how many blogs?
Twenty-three. Yes, compared with the 1.5 billion blogs skyrocketed in popularity.

Go explore some blogs before you proceed, but remember to come back here:

- Rosetta blog
- Hyperbole and a Half
- The Lazy Travelers
- Jim’s Marketing Blog
Show and Tell

INFORMATION FLUENCY

Credibility and Context

NOT COMPLETED

START
Project and Module Assessment

External Evaluation (Surveys/Interviews)

Student and Faculty Surveys
  - after round 1
  - round 2 in progress with new modules

Smart Sparrow Analytics
External Evaluation Echoed
Internal Concerns.

Good project director communication
High level of trust/learning from one another among faculty

Anxiety on faculty teams (progress/support)
Concerns about sustainability
Overall Assessment

Self assessment of lesson outcomes (Version 1)

Q2e - (IF1) Please rate the extent to which your completion of the module helped to increase or strengthen your ability to... - ...distinguish between formats of information available via the web (that are most useful for college research)

<table>
<thead>
<tr>
<th>Question</th>
<th>Not at all</th>
<th>A Little</th>
<th>Somewhat</th>
<th>Very Much So</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>...distinguish between formats of information available via the web (that are most useful for college research)</td>
<td>7%</td>
<td>22%</td>
<td>45%</td>
<td>26%</td>
<td>18</td>
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<tr>
<td>...identify and evaluate indicators of credibility for each format type</td>
<td>6%</td>
<td>23%</td>
<td>41%</td>
<td>30%</td>
<td>21</td>
</tr>
<tr>
<td>...select appropriate resources based on given scenarios</td>
<td>6%</td>
<td>20%</td>
<td>41%</td>
<td>33%</td>
<td>23</td>
</tr>
</tbody>
</table>
# Overall Assessment

Q3 - Please rate your level of satisfaction with each of the following aspects of the module you completed.

<table>
<thead>
<tr>
<th>Question</th>
<th>Very Dissatisfied</th>
<th>Somewhat Dissatisfied</th>
<th>Somewhat Satisfied</th>
<th>Very Satisfied</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ease of accessing the module</td>
<td>0%</td>
<td>5%</td>
<td>35%</td>
<td>60%</td>
<td>62</td>
</tr>
<tr>
<td>Clarity of module goals (learning outcomes)</td>
<td>0%</td>
<td>2%</td>
<td>45%</td>
<td>53%</td>
<td>62</td>
</tr>
<tr>
<td>Ease of navigating module</td>
<td>0%</td>
<td>5%</td>
<td>35%</td>
<td>60%</td>
<td>62</td>
</tr>
<tr>
<td>Content of the module</td>
<td>2%</td>
<td>5%</td>
<td>45%</td>
<td>48%</td>
<td>62</td>
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<tr>
<td>Organization and structure of the module</td>
<td>0%</td>
<td>3%</td>
<td>44%</td>
<td>52%</td>
<td>62</td>
</tr>
<tr>
<td>Design and format of module</td>
<td>0%</td>
<td>8%</td>
<td>45%</td>
<td>47%</td>
<td>62</td>
</tr>
<tr>
<td>Relevance of the module to the course in which it was assigned</td>
<td>2%</td>
<td>11%</td>
<td>40%</td>
<td>47%</td>
<td>62</td>
</tr>
<tr>
<td>Assessment of student knowledge/skills</td>
<td>2%</td>
<td>5%</td>
<td>50%</td>
<td>44%</td>
<td>62</td>
</tr>
<tr>
<td>Feedback (in response to answers to assessment items)</td>
<td>2%</td>
<td>6%</td>
<td>45%</td>
<td>47%</td>
<td>62</td>
</tr>
<tr>
<td>Additional resources (e.g., glossary, links, etc.) included with the module</td>
<td>2%</td>
<td>8%</td>
<td>40%</td>
<td>50%</td>
<td>62</td>
</tr>
</tbody>
</table>
Analytics

Overview

Grades don't matter
Completion may or may not matter
Adaptive Feedback activated in lesson
median time spent
- Max 38 sec vs 4 mins
Completion
- Up 20%

- AVERAGE GRADE 95%
- LESSON COMPLETION 23%
- ADAPTIVE FEEDBACK IN USE 38%

- AVERAGE GRADE 100%
- LESSON COMPLETION 44%
- ADAPTIVE FEEDBACK IN USE 66%
Analytics

Question Explorer

Median time spent
Average number of attempts
Number of students of attempts
Hover with numerical values
Analytics

Student Results

Grade
Time spent
Results for each question
Responses- Qualitative Data
Analytics

Student Results-Responses

Gives Instructor Great Data
Fill in gaps
Directed Student Support
Meet students where they are
News You Can Use

Instructional Designer

○ Platform
  ■ Match to Vision and Goals
  ■ Timely Collaboration
  ■ Adaptability is Hard

○ Match Pedagogy of Designer and Content Experts
  ■ Matches Save Time

○ Define Roles with Flexibility
Collaboration Across Campuses

Key items for keeping momentum:

- Project director
- Organizational structure
- Regular meetings
- F2F meetings

Adoption challenges:

- Different campus cultures, calendars, needs
- Who’s the audience?
Thinking Beyond the Grant

- Who “owns” OCC?
- Safeguarding future access
- Sharing and expanding
Now Your Turn

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