Failure Is Not An Option: Challenges of Providing First-Year Experience One-Shot Orientations

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The views and opinions expressed in this presentation are solely those of the presenters and do not necessarily reflect the official policies or positions of West Virginia University, Potomac State College of WVU, West Virginia University Libraries, or the West Virginia Library Commission.
Today’s Topics

A. Institutional Profile
B. WVUe Course Characteristics
C. Instructional Strategies – One-Shot Delivery
D. Lessons Learned
Questions
Welcome
POTOMAC STATE COLLEGE DEMOGRAPHICS

BUDGET (FY 2019) = $3,835,000
TOTAL HEADCOUNT = 1,410
TOTAL FTE = 1,196
MALE vs. FEMALE = 44% - Male / 56%-Female
ON-CAMPUS = 40% / COMMUTING STUDENTS=60%
FACULTY STUDENT RATIO = 20:1
LIBRARIES
WVUE 191. First Year Seminar. 1 Hr. Exploration of academic experiences through meaningful contexts. The course will envelope a range of academic components needed to achieve student success and successfully transition to West Virginia University.

1.000 Credit hours

**Schedule Types:** Laboratory, Graded Lab, Lecture, Recitation, Web Based

**Course Attributes:**
First Year Seminar, GEC Objective 6 Orientation

Freshmen and transfer students with fewer than 29 hours must take WVUE 191, First-Year Seminar, in their first semester.
**Sections Found**

**WV University Experience**

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**TOTAL FALL SEMESTER 2017 = 389 STUDENTS**

**TOTAL SPRING SEMESTER 2018 = 68 STUDENTS**

**GRAND TOTAL STUDENTS - 457**

MARY F. SHIPPER LIBRARY
Tours
Pre-2014: Tours
2014/2015: Missions & Sources
2015/2016: Dr. J. Missions
2016/2017: Buckets of Info
2017/2018: Website Eval Game
2014/2015 Missions & Source Overviews

• 50-minute sessions
• In library
• 20 min – missions
• 25 min – good web sources, database page, library homepage
Spring 2015 / 45 student assessment responses

- 25% Missions & descriptions of library services.
- 42% Explanation & demonstration on the importance of using good sources.
- 54% (53% in 2017) Evaluating sources is more important than I’d originally thought.
TOTAL FALL SEMESTER 2017 = 389 STUDENTS

TOTAL SPRING SEMESTER 2018 = 68 STUDENTS

GRAND TOTAL STUDENTS - 457
Too much setup, Too much space used, Too many students kicked off computers for TOO LONG
WOULDN’T IT BE GREAT IF....
1. Where are the library books that can be checked out?
2. Who do you see when you need help in the library?
3. How do you enter the “Library Without Walls”?
4. Where are the books that are not kept on the shelves?
5. Where can you find space to study with a group?
6. When is the library open?
7. What items can I use only in the library?
8. Where do I ask when I’m experiencing technical difficulties?
9. How do I suggest a purchase for the library?
10. When should you be paying for research and information?
11. Where would you go next after beginning your research in Google & Wikipedia?
THAT
AWKWARD SILENCE...
2016/2017
BUCKETS OF INFORMATION

- 50-minute sessions upstairs in library
- 20 minute presentation on library services
- 20 minute “buckets” activity
In a word or two, how would you describe a library?

What other resources do you think our library offers?

What is one thing you learned today?
Scholarly Conversation and The Library

vs.

Website Evaluation
1. Which (if either) do you want to implement into the WVUe classes?
Both were relevant and had a worthy missions/goals. The second was too complicated in terms of requirements to complete the assignment when students only meet once a week.

2. Would we go to every class?
Instructors will be strongly, strongly encouraged to schedule for each of their course sections.

3. Would there be a short (simple) assignment tied in which the librarians will “grade” (pretty much was it done or not done, unless the student has egregiously slap-dashed it) and return to the instructor?
That would be nice. It would need to be something straightforward and precise. Again, instructors would need to commit to scheduling the activity in order to have the assignment become part of the grade. I would write it in the sample syllabus; however, instructors will need to customize own course schedule and syllabus.

We may proceed with the PSC approach to meeting the learning outcomes relative to the services our library provides as long as it fits within the mission and learning outcome of this course.
AND THE WINNER IS...
2017/2018 Website Evaluation Game

Round I
Aligns with Spring 2017 WUE 101 Learning Objectives:
2. Identify and use the resources necessary to apply skills for student success.
   a. Identify and apply academic success strategies
4. Demonstrate critical thinking skills.
   a. Define and demonstrate an understanding of critical thinking and analysis skills necessary for academic success.

Although I believe these have changed and I am hoping to receive the current LOs.

Learning Objectives:
- Given an overview of basic indicators of a reliable source, students will be able to determine if a website is credible. This refers to the two questions: Warm/fuzzy one question: would you be comfortable putting your credit card number into this website? If it's not good enough to enter your bank account info, it's not good enough for research.
- A URL, students will use the 5 Ws to determine if that website is good by analyzing links and other information associated with it.
- Given an overview of basic indicators of a reliable source, students will be able to apply two personal criteria for preliminary evaluation of a website. This refers to the two questions: Warm/fuzzy one question: would you be comfortable putting your credit card number into this website? If it's not good enough to enter your bank account info, it's not good enough for research.

Need to change the LO to reflect only one question, but how to word it?
What should my question be? How do students refer to their "financial information"? Are there numbers, reduced numbers? Is this information specific to information, bank account number, credit or debit card number
- Giving the "digging deeper technique" of website evaluation, overview basic physical characteristics of a website and website approachability as a preliminary evaluation measure of a website. This needs better wording, but it should be included because it's the main point of the module. It is very important.
- Giving a URL, students will use the 5 Ws to determine if the website is credible by analyzing information linked to that webpage.

Key Instructional Points:
- Website evaluation is not black & white or cut-and-dried. It's the wild west out there. Website evaluation is not easy
- Look for indicators of credibility (Who made it? For what purpose?)
- But I don't have a checklist mentality / I must look at the big picture and that takes practice.
- Move towards a Justice Potter Stewart attitude. (I know it when I see it.)
- Different generation maybe a bad example, they're exposed to more, they don't think it's pornography
- When you look at the site, do you get a warm/fuzzy feeling or are alarm bells going off in your head? I personally like this one, but it doesn't resonate with students. I've tried it, like, ten times.
- Would you enter your credit card information on the site? If not, don't use it for research. As stated above, is "credit card info" the phrase they use?
- Go over two or three websites with the class and discuss why each one is good or bad.

My thoughts:
- I like the Justice Stewart analogy and the kids pay close attention since it's porn. But I think I could phrase it better. Or maybe it shouldn't be included at all? I can't decide. (Ignore the voice on
- But I don't have enough experience with this stuff—I need to improve my wording. (For instance, I couldn't phrase my "keywords vs. subject headings" spiel properly, and I talked to Jing for three minutes concepts. Does that make sense?
- Be brutal! You won't hurt my feelings. If there are whole elements/concepts which need to be removed, or an element/concept you already use which really works, I'd be glad to substitute.

Bullet point 3: I was seriously hoping she'd give me some thoughts on the same or similar concepts she covers and her wording, but no luck.

Kelly Diamond's thoughts (in black—mine are in red):
Yeah — the audio sounds a little mechanical ;-). Have you tried PowToons? They have a free web version. Plus you can upload your own narration. It is PowToons. That's the only voice available on the go with it. If we decide to keep the video, we'll do a new audio in Camtasia. Already have a script. Will be easy.

For the video content, I would think about what is the main idea that you want students to remember from it and how that applies to your session. You also might look at the duplication of content between repeating information. (It's OK to repeat ideas or concepts, you just have to use different examples or techniques.) Think about what a video can teach or demonstrate that the slide show can't. I was hoping there might not have been clear in asking her if the video should be eliminated altogether. I kind of thought the video was a different technique/example compared to what we talk about in the slideshow, but...

As for the Justice Stewart example — that's a good one, but maybe you need to be careful with the images. Students can claim that sexually explicit images can create a hostile environment, so you want...

You might also want to consider editing some of the slides to make them less visually busy (I understand the temptation to use a really cool meme!) Working on that! Have shared it with you both.

I like the idea of moving beyond the checklist mentality and actually reading sections of the website. One thing that you might want to expand upon is the reflecting on emotions as you read (like Sarah critical of things that they agree with. Maybe include some question or reflection about "Do you think this is true because I agree with it or it fits my world view?" Huh. I don't usually consider this for a
Round II

Dig Deep
After I do a short presentation and we evaluate a few websites together as a class, I want to break the students up in pairs and give each pair one of the top Google search results for “opioid addiction” front of the room and we’ll bring up that site on the projector and they will tell the rest of the class at least three qualities that make it a good or bad site. (The team that comes up with the most unique qualities scores.) If it’s a bad website, they will squeeze a rubber chicken.

Link to Google slides:
https://docs.google.com/presentation/d/1BujGJusZpkTS2WW7mSdK5g7HRUx34g9aSe4iyvF4pXid?usp=sharing
update: NOTES ON SLIDES & PRESENTATION AS OF TUESDAY 4/7:

Each slide has “key points” in presenter’s notes spots.

Slide 3/4: Can’t find a meme that doesn’t cut the head off. Found second meme (slide 4) which illustrates the concept from the other perspective. Do you want to use one of these or should I cite Thrones or The Walking Dead…someone who got double-crossed or lied to?

Slide 10-17: I liked Linda’s pictures but ended up sticking with the shovel of the mirror vs. someone else said this?

Slides 17-18: I’m unhappy with the images being on the slides vs. not going over the images being on the slides themselves. The point of our presentation is to click the links and dig deeper and also the fear of important in this case. My thoughts?

Slide 11: Are there any points we need to hit other than what’s on the slide?

Slide 2: Leaving this slide in the presentation for now. You can either go over it or skip it.

Slide 3: Get rid of meme – see new slide 4

Slide 5: TINDER would you click on the first three dates. Needs to be more succinct. Don’t need to go into so many details. Need picture and words that pack a punch about why you don’t need to click on the first three dates.

Slide 6 & 7: slide six will become a dig deeper move slide to between 4 and 5 replace slide two with slide 7 Happy with those

Slide 8: delete this concept I like the video script. Think it’s worded pretty well. The accompanying spiel, however, is not. Need to get a better flow about the big picture mentality. If we keep video slide 9: delete: you dig deeper say something about persistence transition slide

Slides 10 - 17: Need to rework these instead of jugglers. I was thinking of going more with the digging theme. Need to dig deep in these areas. Slide 11: dig into it intro, put with slide ten. start with copyright date, the site been updated? are the dates easy to find include in “when was it created” instead of balls, use mounds of dirt

Slides 18 & 19: new slide sixteen: where do you look? to find the five w’s? keep clicking on slide at beginning, top with all things on top, then bottom with all things on bottom should they go before it? I am unsure how to explain them and in what order to present them.

Slides 20: Good slide: always works as a bad example delete url but put it down in speaker notes

Slide 21: find example of good immigration page to juxtapose with previous bad slide Want to explore a good website as well as a bad one but not wild about this slide

Slide 22 & 23: Where the game starts and I’m happy with the game. I was wondering if we should change the topic but several people have confirmed it’s a good topic end wrap up is two tips: credit card and npr slide then move into the next slide and info

Slide 24: Keep as is but tweak the slide
DELIBERATIVE PROCESS (CONTINUED)

As a wrap-up: Two or three minutes library orientation:

Mary F. Shipper Library
- Great place to study—alone or group rooms
- Lend desktops & laptops
- Good fiction collection
- Open until 9 most nights

Friendly staff – always willing to help!
Research / eCampus / Citations / Software downloads / much more!

Even if we use a different slide or split these concepts into a few slides, I believe this is as deeply as we should go. I emailed back and forth with William Badke about this and he agrees with the idea to important to let them know you exist and you're there to help.

Why is fiction collection on there? Circulation was growing until we stopped promoting it. I think we should promote it again.

This part should be at the end, after the presentation and game.
Round III

- 15-minute presentation
- 20 min game
- Use the 5 Ws to Dig Deep!

DIG DEEP WHEN EVALUATING WEBSITES

WHO?
- About page?
- Contacts?
- Are there addresses?
- Phone numbers?
- Real people?

WHAT?
- History?
- Background?
- Affiliations?

WHEN?
- Organization
- Person
- Education?
- Employment?
- Experience?

WHERE?
- Dates
- Has it been updated?
- Are the dates easy to find?

WHY?
- Agenda
- Purpose
- Informed?
- Educate?
- Why was it created?

WHERE?
- Political?
- Entertainment?
- Scholarly?
- Where did their info come from?
- Roots
- Are there citations & references?

WHAT?
- Visuals
- Spelling or grammar mistakes?
- Content
- Are images related to content?
- Flashing ads or long load time?
Would you enter your bank or credit card info into this site?

- Don’t blindly use 1st result
- Only takes a minute
- Top & bottom
Get a partner, Get a phone, and Go to the link below!

- Evaluate your site using techniques we talked about.
- What elements make it good or bad?
- Use your handout (it’s not a checklist but you can write notes on it if you want).
- Put your site on the big screen and share your ideas. The group with the most reasons (good or bad) gets a prize.

Answer the final question: **Would you use the site for research?**

http://tinyurl.com/wvue2017spring

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Author’s Site
Medline Plus
Rehab Chain
NIH
Scientology
Instructor Comments

“Having all the students get involved to think through which sites are good for research and which are not reliable. The game allowed them to think through the steps taught in the class and share what they learned.”

“Group work at the end of the presentation. Students had to use what they learned and not just sleep or ignore the material.”

“I think getting students to stand up and present motivated them and had them paying attention to their own group’s website as well as to other students.”

“Assignment given aligns with objectives well.”
# FOLLOW-UP ASSIGNMENT

A. Find a webpage that is related to one of these topics.

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B. Copy the web address below:

C. What made you choose this site for research?

D. Do you consider this site to be good or bad for research?

E. Provide 3 reasons (using the criteria discussed in class) to support why this site is good or bad.
257 Student Survey Results

Q2 - During the presentation, you learned a quick question to ask yourself to help decide if a website is good or bad for research. What is it?

only 16% “Feel comfortable entering bank account or credit card info?”

62% kept the handout
31% used it for another class

“Websites that appear credible at first may not actually be credible.”

“To dig deep only takes a couple of minutes.”
Orientation --- Mary F. Shipper Library

- Great place to study --- alone or group rooms
- Lend laptops and use desktop computers
- Good Fiction collection
- Open Until 9 most nights
- Research/eCampus/Citations/Software downloads/much more!

Friendly Staff – Always Willing To Help!
1. Be Flexible To Change, Change, Change
2. Collaboration Can Be Messy
3. Involve Third-Parties – Stakeholders
4. Make Pedagogy Central
5. Good Assessment Is Critical