

Online, Hybrid, HyFlex, Oh My! An Information Literacy Course's Rapid Transformation

Kaitlyn Clohosey, MSLIS

Research & Instructional Services Librarian

Felician University

2021 VALE/ACRL-NJ/ NJLA-CUS Annual Conference

January 6, 2021

Agenda

- Background
- History of LS-100
- Transformation
- COVID-19 & HyFlex
- Preliminary Results
- Going Forward
- Q's & A's

Background

Felician University

- Franciscan liberal arts university
- 2400 FTE
- Two campuses, one campus has dorms
- Local students
- 4 schools
- 4 full-time librarians, including Director



GECC @ Felician University

- GECC= General Education Curricular Commons
- ‘cross-disciplinary Liberal Arts education that... encourages the spiritual, ethical, intellectual, social, and creative growth of the whole person...’
- 8 GECC Themed Areas
 - Faith & Reason
 - Ethics, Values, and Truth
 - Communication & Expression
 - Critical & Analytical Thinking
 - Information Literacy
 - Technological Acumen
 - Quantitative & Scientific Reasoning
 - Global Consciousness

GECC and Information Literacy

- Theme V: Information Literacy
- Student Learning Outcome: Utilize information from diverse sources critically, creatively, and effectively in the service of creating knowledge
- 4 credits needed, earned through taking ENG 102: College Writing & Research II and LS-100
- Mandatory, required courses taken First Year
- Students must pass; if fail, required to retake until student passes

History of LS-100

LS-100: Architecture of Information

- Course approved in 2011- 2012 year
- Pilot cohort at Sussex County Community College in Spring 2012
- Rolled out at Felician College in Summer 2012
- Taught by 3 library faculty members
- Online
- Taken in tandem with ENG 102

Progression

- Textbook was used
- Students given the option of selecting topics

Issues that arose:

- Students waited until last minute to pick topic
- Rush to submit work at last minute
- Did not buy textbook
- Not a lot of student-to-student interaction

Breakthrough!

- Spring 2016
- Textbook readings replaced with screencast videos
- Research topics assigned to students
- Weekly assignments accumulated into final annotated bibliography
- Survey results demonstrated students felt more confident in researching skills
- Highest passing rate... 88%!

But why are we still not where we want to be?

Fall 2016 through Spring 2018, still high failing numbers, not able to maintain 88% passing

- Name of course did not match content
- Online format, freshmen not used to fully online
- More sections and students, less instructors
- Students who do, pass... Students who do not, fail
- Instructor burnout & fatigue

Librarians felt move to hybrid would help

Transformation

From Online to Hybrid

- Conversations to change LS-100 format began Spring 2018
- Conversations between Dean of Arts & Sciences, Vice President of Academic Affairs and Director of University Libraries
- Materials drawn up with data and feedback for change
- Nothing happened...until Fall 2019.

Okay...now...GO!

- Fall 2019
- VP of Academic Affairs- task to revamp course for following year from online to hybrid
- Make switch from 6-weeks to 8-weeks
- Rebuild content and activities (including rubrics)
- Align course content with Felician-Franciscan values
- Name change: LS-100: *Information Literacy*
- New course format approved April 2020

COVID-19 & HyFlex

May – July 2020

- Course content being created & added
- Fine tuning details
- COVID-19... no news yet in regards to Fall 2020

- Still planning on hybrid modality
- 4 weeks in-person, 4 weeks online
- In-person weeks: flipped classroom approach
 - Review module content before, class activity and group work when we meet

August 2020

- August 8, 2020
 - Lower levels hyflex (100 & 200 classes)
 - Upper level and graduate courses, online/virtual
- LS-100 labeled hyflex

What is hyflex?

- Definition and standard changed from the beginning and end of August

Hyflex Definition

“...Courses are delivered in person and online at the same time by the same faculty member. Students can then choose for each and every class meeting whether to show up for class in person or to join it online” (Maloney & Kim, 2020, para. 1).

Maloney, E. J., & Kim, J. (2020, May 10). Fall scenario #13: A hyflex model. *Inside Higher Ed*.
<https://www.insidehighered.com/blogs/learning-innovation/fall-scenario-13-hyflex-model>

Hyflex Definition according to Felician

- Started out as **professor** would break class up alphabetically, A-M one day, N-Z another
 - For LS-100, this meant only seeing students in-person twice
- Then transitioned to true hyflex definition-**students** chose
- Deans and Associate Deans wanted students to stick with decision
- For LS-100, majority of students opted for virtual

Fall 2020

- 2 rounds of LS-100 offered in Fall 2020
 - 3 sections in Early Fall/ Fall I
 - 5 sections in Late Fall/ Fall II
- Only 1 student opted to attend in-person consistently
- Alternated one week meet via Zoom, one week online
- Class activities & groupwork done in breakout rooms, with polls and whiteboard

So How Did it Go?

Breakdown of Fall 2020 Sections

- 2 rounds of LS-100 offered in Fall 2020
 - 3 sections in Early Fall/ Fall I
 - Intended for repeat students, transfer students, AKA not first-year, first semester
 - 5 sections in Late Fall/ Fall II
 - Intended for first-year, first-semester students
- 4 full-time librarians
- Alternated meeting as a class one-week, online work the next

Breakdown of Class Meeting

- Flipped classroom approach
 - View module content before, focus on class activity/ group work in 'class'
- Met as a class via Zoom once a week, every other week
- Group activity related to module content
 - Performed in Breakout rooms and then shared with the rest of the class
- Students then write a reflection on applying material to coursework

Syllabus ✓

Navigate Brightspace:
YouTube Tutorials 6

Course Home 4
Begins August 26

Module 1: Introduction
to Information Literacy
and Research 4
Begins October 19

Module 2: Breaking
Down a Research
Project 6
Begins October 25

Module 3: Scholarly
versus Popular Sources 6
Begins November 1

Module 4: Evaluating
Books and Articles 5
Begins November 8

Module 5: Evaluating
Websources 8
Begins November 15

Module 6: Introduction 4

Module 3: Objectives and Assignments ✓
Web Page

Module 3: Lesson (3.1) What is a Scholarly
Article? ✓
Link

Module 3 Lesson: (3.2) Scholarly, Trade, &
Popular Articles ✓
Link

Module 3: Lesson (3.3) Peer Review in 3 Minutes ✓
Link

Module 3 Class Activity ✓
Assignment

For this activity, each group will be given an article to evaluate. Imagine that you are writing a paper on the topic of bottle water and if it is good for you. You have noticed that when drinking bottled water, there can be a strange taste to it and so you decide to investigate to see if this strange aftertaste affects your health. You have found 4 articles that you could potentially use.

Each group will work together to evaluate the article using the questions that can be found on the Module 3 In-Class Activity Sheet. Once your group has answered all of the questions, you will present your article evaluation to the rest of the class. Please remember to submit one handout per group.

Module 3 Written Reflection ✓
Assignment
Due Nov 7, 2020 11:59 PM Starts Nov 1, 2020 12:00 AM Ends Nov 7, 2020 11:59 PM

Module 3: Recorded Lecture ✓
Web Page

☰ Module 3 Written Reflection



 Assignment

 Due Nov 7, 2020 11:59 PM  Starts Nov 1, 2020 12:00 AM  Ends Nov 7, 2020 11:59 PM

This week we explored scholarly and popular sources. Each discipline and major will require you to do research for a paper or project and you will want to use the best information possible in order to make sure you are knowledgeable and up to date on the topic.

Think about your major or a class you are currently enjoying. In 300 - 500 words, think about the types of sources you would use for your major or the class you are enjoying. In your reflection, please mention your major or, if undecided, a class you are currently enjoying. If you were to do research for the class or for your major, what kind of sources would you use? Would you use solely scholarly sources? Popular sources? A combination of both? Would there be any instances where using a popular source would override the use of a scholarly source?

☰ Module 3: Recorded Lecture



 Web Page

Breakdown of Online Weeks

- Review module content
- Participate in a Threaded Scholarly Discussion
 - Initial post
 - Response Posts (x2)
- Automatically Graded Quiz

- Exception to the last week, where quiz replaced with cumulative final exam

Libraries: Website

Syllabus

Navigate Brightspace:

YouTube Tutorials

Course Home

Begins August 26

Module 1: Introduction

to Information Literacy

and Research

Begins October 19

Module 2: Breaking

Down a Research

Project

Begins October 25

Module 3: Scholarly

versus Popular Sources

Begins November 1

Module 4: Evaluating

Books and Articles

Begins November 8

Module 5: Evaluating

Websources

Begins November 15

Module 8 Lesson: (8.1) Next Steps

Link

Module 8 Threaded Scholarly Discussion:

Putting It All Together

Discussion Topic

Part I Directions: In Module 1, we introduced information literacy is a lifelong skill – one that can be applied in non-academic ways. Continually think about your relationship to the information you find. Why are you doing things the way you are? Is it really the best way for your current situation? What other options are there? Keeping an open mind about your use of information will help you take responsibility for the results of that use and will help you to be more successful in any information-intensive endeavor.

Suppose you are looking for ways to improve your health through nutrition and healthy eating – how you would go about finding the information?

Explain your research strategy and list a source that you found using this strategy- this source could be a book, an article (scholarly, trade or popular), or even a website. Include the following and explain why for each point (in paragraph format):

- What steps would you take to locate information? Where would you begin?
- What types of information sources would best suit your research?
- What keywords or search terms would you use?
- What search tools or search engines would you use and how?
- How would you evaluate what you find?
- What terms would you use?
- What types of resources would you use?

Part I Due: On or before **11:59 pm, Tue., 12/08**

Part II Directions: You will do two kinds of posts. For one classmate, evaluate one of your classmates' websites using the CRAAP test. Answer the following: Would you use this source? Why or why not? Be specific in your reasoning.

We think it well!

- Comments among professors: it went well!
- Professors/ librarians liked the hybrid layout
 - Liked meeting/ seeing our students
 - Helped us keep on top of all students
 - Go over any issues or tricky items
- Excited to continue with this format

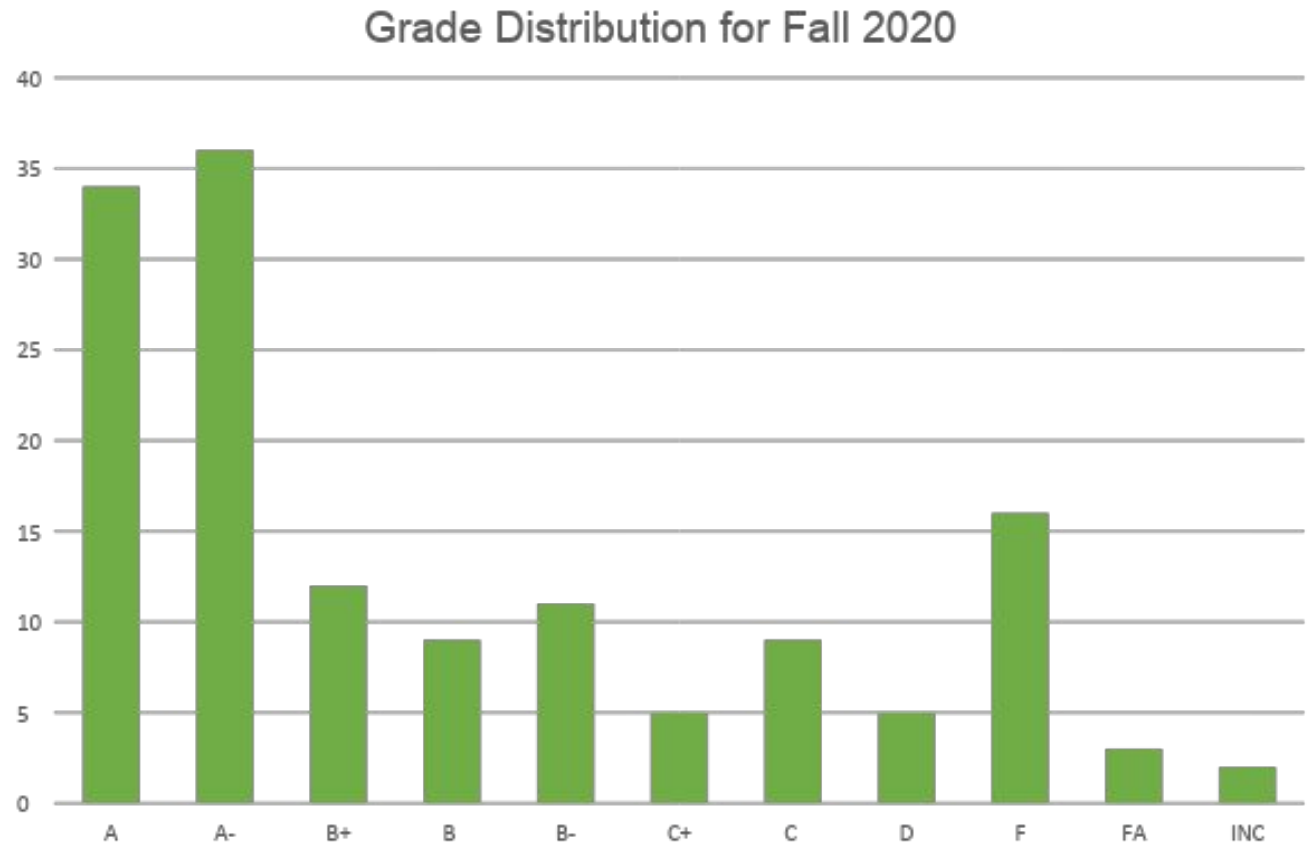
What did our students think?

- 142 students enrolled in LS-100: *Information Literacy*
- 55 responses through IOTA survey
- Strengths:
 - Taught me how to research
 - I know where to go and what types of resources to use
 - Emphasized why this is important for college
- Weaknesses:
 - Too much work for 1-credit

How did our students do

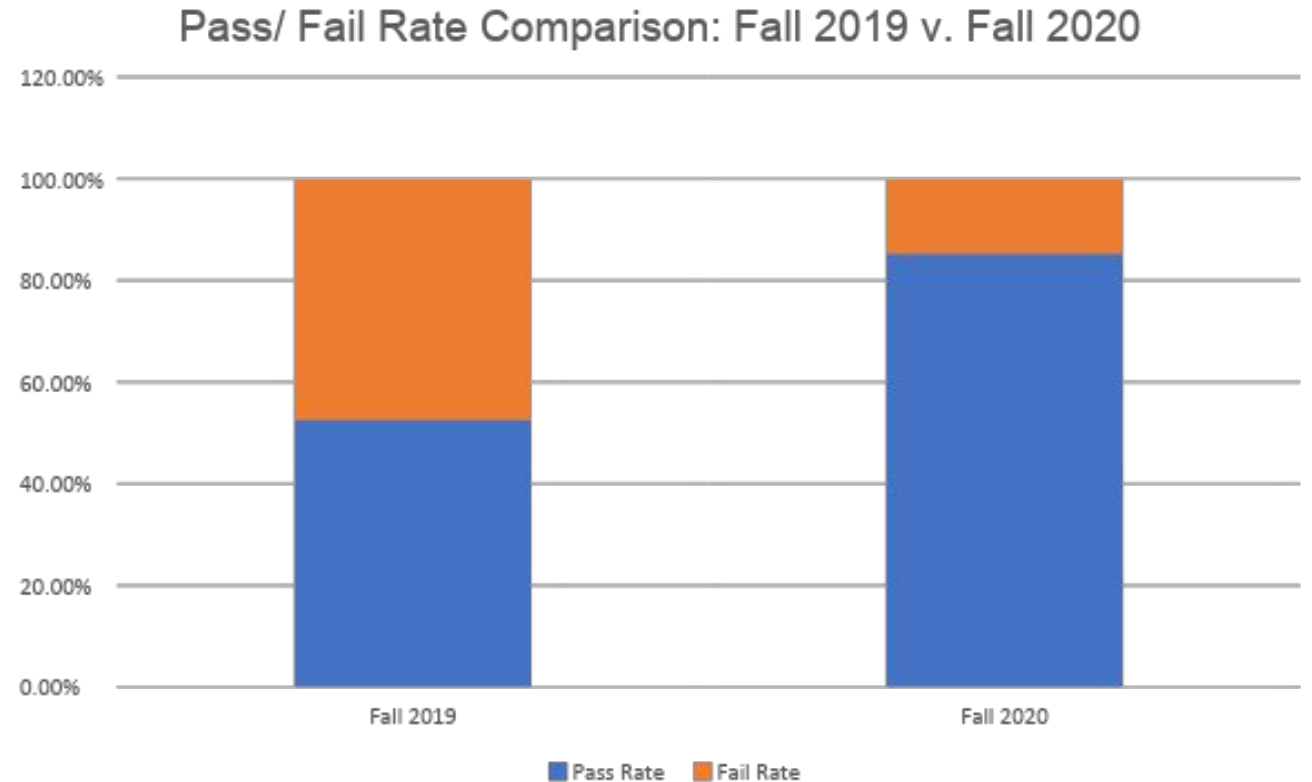
A	34	23.94%
A-	36	25.35%
B+	12	8.45%
B	9	6.34%
B-	11	7.75%
C+	5	3.52%
C	9	6.34%
D	5	3.52%
F	16	11.27%
FA	3	2.11%
INC	2	1.41%

Pass Rate	85.21%
Fail Rate	14.79%



Fall 2019 versus Fall 2020

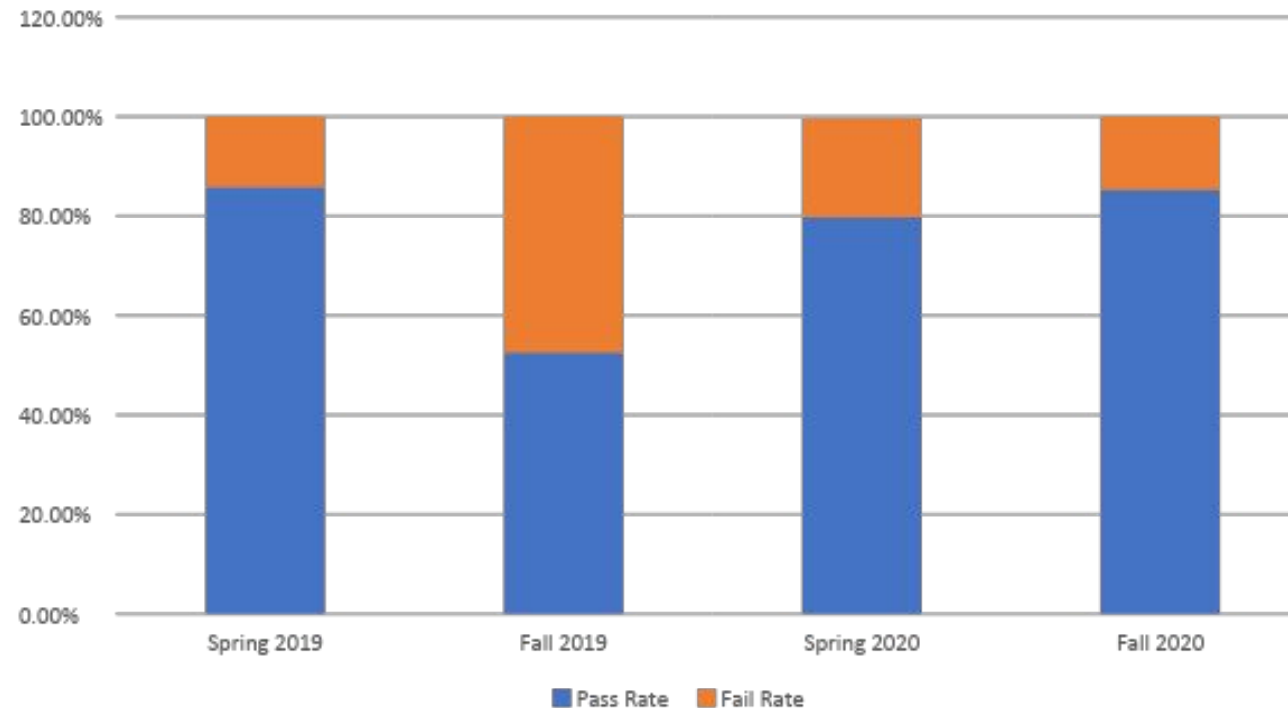
	Fall 2019	Fall 2020
Pass Rate	52.59%	85.21%
Fail Rate	47.41%	14.79%



Spring 2019 – Fall 2020

	Spring 2019	Fall 2019	Spring 2020	Fall 2020
Pass Rate	85.80%	52.59%	79.71%	85.21%
Fail Rate	14.20%	47.41%	20.00%	14.79%

Pass/ Fail Rate Comparison:
Spring 2019 - Fall 2020



What's Next

Going Forward

- Will evaluate Spring 2020 results
 - 2 rounds, 5 sections offered in each round
 - All first-year students
- Work with Associate Dean of Academic Effectiveness for institutional assessment
- Track students who fail to see if modality had impact
- Create more own content, less YouTube content
- Tweak materials & assignments to maintain currency

Any questions?

Kaitlyn Clohosey, MSLIS
Research & Instructional Services
Librarian

(201) 559-6026

clohoseyk@felician.edu