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Canvas Research Modules: Meeting Students Where They Are

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Canvas Research Modules

Meeting Students Where they Are

Presented by Lynn Riggs & Denise Woetzel on March 30, 2023
J. Sargeant Reynolds Community College, Richmond, VA

Lynn

Welcome to ...

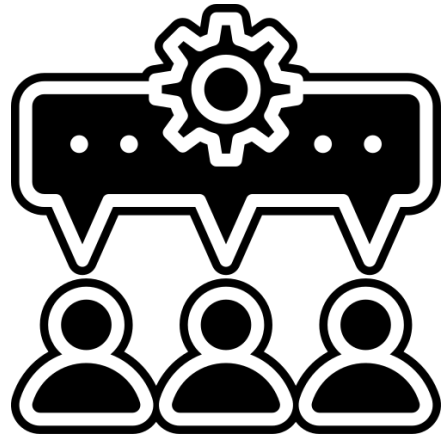
I am —

This is Denise...

Hi everyone, I'm Denise Woetzel and a librarian at our Parham Road Campus Library. And currently, I am Acting Reference Lead for our campus library.

Initial Discussions

- Fall 2020 - COVID Realities:
 - More asynchronous course sections than before
 - Fewer instructors requesting IL sessions
 - Fewer students visiting library in person
- Focus on ENG-111 classes
- Spring 2021: Met with English head to discuss IL skills to focus on



Lynn

- In the Fall of 2020: the COVID Realities were :
 - More online asynchronous course sections being offered than ever before.
 - For those classes that meet at least once a week either in-person or via Zoom, fewer instructors were requesting IL sessions during their class periods. Our college was scheduling more shorter sessions during the semester including five, seven and twelve week sessions.
 - students no longer were walking through the physical doors of the library
- We had to do something: At first we set a goal of being embedded in every single English 111 & 112 course section.
- After doing some research into what the English faculty would actually be agreeable to, which was not that first plan—a glimmer of hope came from the new English Department head who was very

- excited to meet with us.
- In Spring 2021 we met with her to discuss what information literacy skills to focus on —just for English 111.

Our Big Idea

Create short IL videos & embed in Canvas!



Lynn

- As a result of those collaborations—Our BIG IDEA was to meet students where they were— in their Canvas courses.
- Ask our Canvas LMS administrator to create a course shell or development site where we could house the essential IL content in the form of short videos that we wanted our ENG-111 (or College Composition I) students to “walk” through— in a short & sweet single page.
- And this would include the basic IL concepts that students new to college research . . . would need

Literature Review

Osorio, Nestor L. & Alissa Droog, 2021.

A literature review conducted by Northern Illinois University Libraries explored the impact of COVID-19 on reference & research services in academic libraries found that in many cases, services such as asynchronous library instruction was gaining momentum prior to COVID. During & after the pandemic, these existing & emerging library services gained even more importance.



Denise

Before we discuss our research modules initiative, I want to share with you a literature review we conducted on articles published since the pandemic that address the impact on information literacy including asynchronous instruction, video creation, and modules being created college & university learning management systems. This first study is actually a literature review itself conducted by librarians at Northern Illinois University that explored the impact of COVID-19 on reference and research services in academic libraries. A review of the literature found that in many cases, services such as asynchronous online library instruction were gaining momentum prior to the COVID. During and after the pandemic, these existing and emerging library services gained even more importance. The literature review also found that teaching online was nothing new for many librarians who already created asynchronous instruction modules, videos, and LibGuides prior to the pandemic.

Literature Review

Ibacache, Kathia, et al. 2021

Results from a 2020 nationwide study of academic instruction librarians found that 54% of librarians used their LMS and 15% used Canva to deliver information literacy content during COVID.



Denise

For this 2020 study, over 200 academic instruction librarians were surveyed nationwide on the various technology they used during the pandemic. Results found that 54% of librarians used their learning management system, such as Canvas or Blackboard. And 15% of librarians used Canva, not Canvas. Canva is a graphic design tool used to create information literacy content such as presentations and videos.

Literature Review

Olsen, Rachel & Samantha Harlow,
2022

According to an ongoing survey conducted by University of North Carolina at Greensboro Libraries, most students are accessing the library's research modules through their Canvas LMS rather than the library's website.



Denise

In this next study from the University of North Carolina at Greensboro, results from a 2018 survey conducted by university librarians found that students had a strong preference for reading and viewing content within Canvas. This was even more obvious during COVID when MORE asynchronous online classes were being scheduled. The university librarians had initially made their research modules accessible from the library's website, but, based on this study as well as the pandemic, librarians copied their research modules into Canvas. A 2020 follow-up survey was conducted and results found that most students are accessing research modules through Canvas rather than the library's website

Literature Review

Idelman, Brandee J., 2022

A study conducted at Irvine Valley College found that Writing 1 students who completed the asynchronous, self-paced information literacy modules in their Canvas LMS did better in the course than Writing 1 students that did not complete the modules.



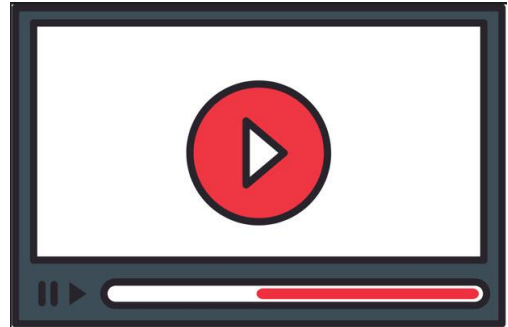
Denise

And here, a qualitative Action Research study conducted at Irvine Valley College investigated how the availability of asynchronous library learning modules in Canvas impacts IL learning among community college students. One key finding related to student success was that Writing 1 students who completed the modules did better than Writing 1 students that did not complete the modules. For the treatment group of students that completed the modules, 12% more students earned an A or B in Writing 1 than students who did not receive the treatment. Also, the treatment group showed a 5% decline in students withdrawing from the Writing 1 class.

Literature Review

Humphries, Brendan & Damien,
Clark, 2021

Major study findings conducted by CQ University in Australia indicated a significant preference for chunk-style videos between 3 and 17 minutes in duration when compared to traditional long-view lecture materials.



Denise

Next, this study from CQ University in Australia examined the video preferences of first year undergraduate students in two separate semesters by comparing a long lecture recording versus a series of 'chunked' videos of identical learning material in a Health Sciences Study & Research Skills unit. The major findings indicated a significant preference for chunk-style videos between 3 and 17 minutes in length when compared to traditional long-view lecture materials.

Literature Review

Tomaszewski, Robert, 2021

Benefits of asynchronous instruction observed for a biology course at California State University, Fullerton were the flexibility with embedding videos at time of need while eliminating logistical issues of a F2F workshop such as space, class period constraints, scheduling conflicts & the large # of students needing instruction each semester.



Denise

And in this last article for our literature review, a study at California State University, discusses the benefits of asynchronous instruction observed by both the stem librarian and biology instructors were the flexibility with embedding the videos at the time of need in the course while eliminating the many logistical issues encountered with a face-to-face workshop such as: space, class period constraints, scheduling conflicts, and the large number of students needing instruction each semester.

Collaboration with Canvas System Administrator

Met with the Canvas System Administrator to discuss adding a course development site (course shell) for the English Research Module



Lynn

- One of the first steps was to meet with our Canvas System Administrator.
- He was very supportive of the library and agreed to create a Canvas course shell for English
- The idea was— that once completed, the Canvas module could be copied by individual instructors into their courses.
- Later on our Canvas System Administrator also agreed to create other Canvas course shells for specific departments upon our request.

Focus on Video Content

Used Canva to create most videos:

- Easy & quick
- Engaging
- Wide selection of graphics, animation & music
- Diversity/Inclusion images
- Most videos under 5 minutes in length



Lynn

- Realizing that many students have short attention spans and like very short, animated chunks of information, we decided to create the video content of the module page —using Canva (not Canvas). Videos are about 2-5 minutes in length. Chunking video content in digestible segments promotes student engagement.
- So what is CANVA? it is a graphic design platform used to create video & slide presentations, flyers, social media posts & more.
- Our Web Services Librarian showed us how to make videos from the Canva slides we created.
- We created short videos for each of the 5 IL concepts we discussed with the English department head.

We really like using Canva because:

- Once we know what content to include, it is super easy and quick to create videos out of slides.
- Also, there is a diverse selection of Canva graphics, animation

- effects & musical scores to choose from. This makes for engaging videos for our students to watch that are SHORT & focused!

Videos Created with Camtasia

Camtasia was used to create videos on finding & using eBooks:

- Recorded step-by-step instructions
- Narration
- 4-5 minutes in length

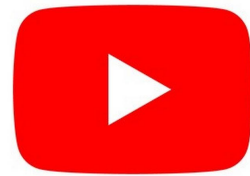


Denise

- We also want to mention that we have also used Camtasia for creating two videos on finding & using eBooks. We wanted narration instead of a musical score for these videos because we wanted to demonstrate the detailed step-by-step instructions on how to find and use eBooks using both the library catalog and an eBook database.
- These videos are about 4-5 minutes in length.

Video Accessibility & ADA Compliance

- Created Google Docs video transcripts
- Uploaded the videos to YouTube
- Added closed captions in YouTube
- Embedded the videos in Canvas



Denise

We made our videos as accessible and ADA compliant as possible. Once a video was completed, our next steps included . . .

1. Creating a Google Docs video transcript
2. Uploading the video to our YouTube account
3. Providing a link to the Google Docs video transcript in the YouTube description
4. Adding closed captions to the YouTube video
5. And then embedding the video and link to the Google Docs transcript in the Canvas course shell

For the Canva videos that have music in the background instead of narration, visually impaired students can still use a screen reading app to read the Google Doc video transcripts or the closed captions in the YouTube videos. And for the Camtasia videos that do have narration, our hearing impaired students can read the Google Doc video transcripts or

the closed captions in the YouTube videos.

English Instructor Collaboration

- Attended department meeting to discuss module & get instructor feedback
- Upon request, instructors added as TAs to Canvas course shell
- Instructors copy module over into their English course sections

Add People + People x

Add user(s) by
 Email Address Login ID SIS ID

Email Addresses (required)
mwoetzel@reynolds.edu

Role: TA
Section: Research Help for Engl

Can interact with users in their section only

When adding multiple users, use a comma or line break to separate users.

Cancel Next

Lynn

- After the Research Module for English 111 was completed, we attended an English department meeting in Summer 2021 to demo the Canvas research module and get faculty feedback. A couple of faculty did “pilot” the user of the module that summer.
- During the meeting, several English instructors expressed interest to be added to the Canvas course shell so they could copy the module over into their course sections
- One English instructor suggested adding content on how to find & use eBooks. We thought this was a great idea, and as mentioned previously, created two videos on finding & using eBooks.

English Research Module

Includes 6 essential IL concepts:

1. Databases vs. the Open Web
2. Scholarly vs. Popular Articles
3. Selecting & Using Keywords in a Search
4. Finding articles in a Library Database
5. Evaluating Sources using the 5Ws Criteria
6. Finding & using eBooks

▼ Research Help for English

ENG-111 Video Tutorials


ENG-111 Quiz
100 pts

Selecting & Using Keywords in Your Research

Learn about the basic steps to follow when determining what keywords to use wh databases.



Selecting & Using Keywords in Your Research

Watch on  YouTube

[Selecting & Using Keywords in Your Research Video Transcript](#) (Google Doc)

Lynn

The English 111 research module includes content on 6 essential IL concepts:

1. Databases vs. the Open Web
2. Scholarly vs. Popular Articles
3. Selecting & Using Keywords in a Search
4. Finding articles in a Library Database
5. Evaluating Sources using the 5Ws Criteria
6. And, Finding & using eBooks

English Research Module Assessment

- Created Quick Check questions for all six videos using
- Created a 20 question quiz

Quick Check

Question 1:

What are some characteristics of a scholarly journal article? (More than one correct answer)

- Written for scholars with language that is technical and contains the jargon of a specific discipline.
- Include footnotes, endnotes, and/or a References list of sources used
- Authors are experts in a specific discipline and their credentials are often listed.
- Includes ads and glossy photos.

Check Answer

Question 2:

Scholarly journal articles go through a peer-review process before being accepted for publication. (True or False)

- True
- False

Check Answer

Quiz

Instructions

Review all the videos and answer the Knowledge Check questions for each video before completing this quiz.

1 True or False 5 points

Most open web resources found through Google go through a review process. (True or False)

- True
- False

2 Multiple Answer 5 points

Using Google for research is best when trying to find: (More than one correct answer)

- Background information on a topic
- A wide selection of free scholarly journal articles
- Current statistics on a topic

Denise

- Last fall semester, we decided to include assessment in the English research module to make the content more engaging.
- A design tool called Design Plus by Cidi Labs is integrated into our Canvas LMS and was used to create quick check questions under each video.
- We also created a 20 question quiz in Canvas that includes mostly multiple choice and true/false questions. Instructors have option to hide quiz.
- We do plan on surveying instructors to get feedback on whether they used the quiz and how their students did on the quiz.

Other Department Collaborations

- History: Primary Sources
- Culinary Arts: Finding Articles & Books
- Nursing: PICO Questions
- Political Science: Basic IL Skills
- Biology: Scientific Literacy & Avoiding Plagiarism



Lynn

Collaboration with other departments happened naturally . . .

- For the History Department we wanted to market all the new Primary Source Video Databases that VIVA has purchased for us
- Dual Enrollment Political Science students were another great sector. We can better reach these students by having a module in their Canvas course since seeing them in person is less likely.
-
- Nursing needs information on PICO
- And Culinary needs information on how to find digital & physical resources because they are on a different campus & facing accreditation

Creating a Canvas course module that faculty can copy over allows each department to get tailor-made content!

- Biology needs something on Scientific Literacy and suggested one on Avoiding Plagiarism—that can be used by all departments.

Information Literacy Program - Impact of COVID

Semester	IL sessions	Embedded Librarians	Research Modules
Fall 2019	115	2	0
Fall 2020	49	36	0
Fall 2021	51	36	60
Fall 2022	80	61	166

Lynn

The shut-down starting in March of 2020 caused a significant drop off in Information Literacy sessions that were taught by Librarians.

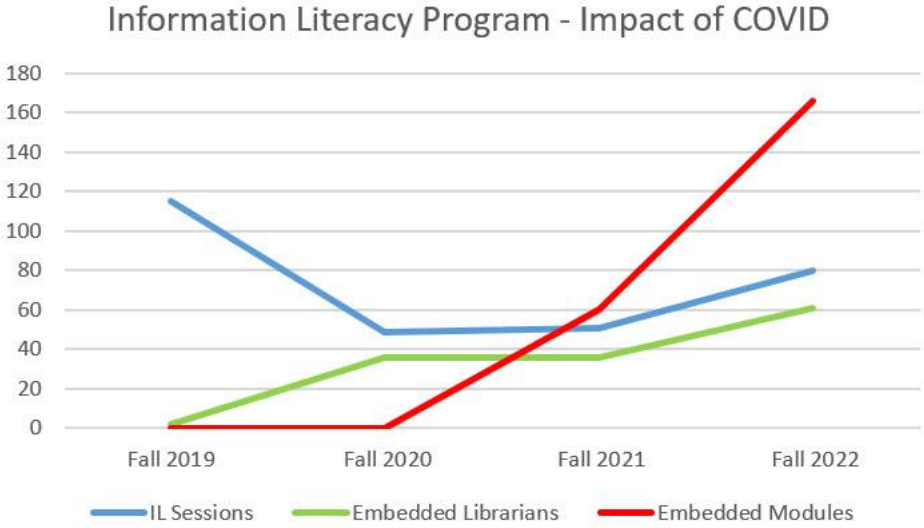
Fortunately this number has started to pick back up.

The Embedded Librarian program has grown as a result of the pandemic which forced us into new/online forms of engagement.

The third column shows the giant increase in the number of Research Modules copied into course sections.

TOGETHER - these services are “sold” to faculty as a 3 pronged approach to help support students in their course work. Whenever an instructor requests one of these services—I always offer the other forms of help as additional “olive branches” for students.

Information Literacy Program - Impact of COVID

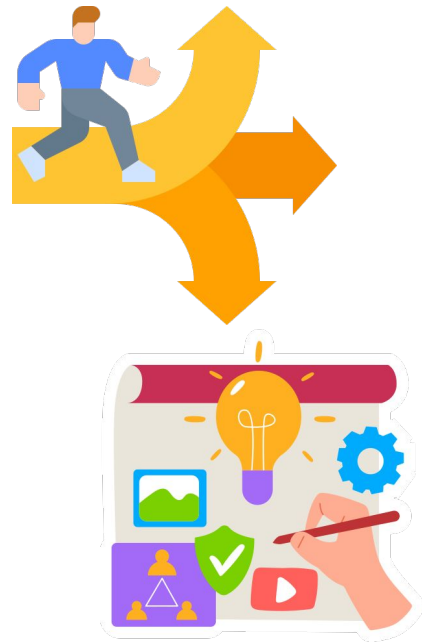


Lynn

Line chart of same IL statistics provides a visual of how COVID impacted the our IL program

Future Plans

- Add a basic IL skills module to every course section in Canvas
- Survey English instructors to glean feedback on quick check questions & quiz incorporated into English research module
- Incorporate assessment into other department research modules



Denise

And some of our thoughts on what we may want to pursue in the future include:

- Adding a basic information literacy skills module to every single course section or class in Canvas. We know this is a lofty goal and was actually suggested by our Canvas System Administrator but we need to further investigate the feasibility of this goal.
- And we also want to investigate incorporating assessment into our research modules besides English such as “Quick Check” multiple choice questions - OR - reflection questions which will require students to critically think about the content they reviewed such as how a particular IL skill or resource will help them succeed in their classes. Incorporating assessment into the modules will not only make them more engaging but if the assessment is a graded assignment, than this is more of an incentive for students to actually review the content.

- As mentioned before, we do plan on surveying instructors who have embedded our research modules to glean feedback on the assessment. These assessment results will be helpful to us when planning future research modules.

Works Cited

Humphries, Brendan, and Damien Clark. "An Examination of Student Preference for Traditional Didactic or Chunking Teaching Strategies in an Online Learning Environment." *Research in Learning Technology*, vol. 29, Jan. 2021, pp. 1-12. <https://doi.org/10.25304/rlt.v29.2405>.

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Idleman, Brandee J. "Cast a Wider Net: Leveraging Canvas for Asynchronous Information Literacy Learning." *College & Undergraduate Libraries*, vol. 29, no. 1/2, Jan. 2022, pp. 78-99. <https://doi.org/10.1080/10691316.2022.2089937>.

Denise

If you are interested in reading any of the six articles from our literature review, I've included two Works Cited slides that contain these citations. This presentation will be made available to participants sometime after the conference.

Works Cited

- Olsen, Rachel, and Samantha Harlow. "Creating Library Tutorials to Provide Flexibility and Customized Learning in Asynchronous Settings." *Public Services Quarterly*, vol. 18, no. 1, Jan. 2022, pp. 19–33. <https://doi.org/10.1080/15228959.2021.1896413>.
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- Tomaszewski, Robert. "A STEM E-Class in Action: A Case Study for Asynchronous One-Shot Library Instruction." *Journal of Academic Librarianship*, vol. 47, no. 5, Sept. 2021, <https://doi.org/10.1016/j.acalib.2021.102414>,

Denise

Credit for Images

Most of the images in this presentation were downloaded from our subscription to Canva for Teams - <https://www.canva.com/for-teams>

English Research Module images were created with our subscription to TechSmith Snagit - <https://www.techsmith.com/screen-capture.html>

Denise

I also wanted to give credit for the images we used in this presentation. For most of the slides we actually used our Canva for Teams subscription to download images for this presentation, which is the same graphic design tool we used to create our videos for the research modules.

Reynolds Libraries YouTube Channel

<https://www.youtube.com/@jsrcclibraries>



Denise

If you would like to view the videos we have used in our research modules, you can check them out on your YouTube channel. This slide gives the link to our YouTube channel.

Questions?

Lynn Riggs: lriggs@reynolds.edu

Denise Woetzel: dwoetzel@reynolds.edu



Lynn

Any questions? If you have questions that come up later on, you can always email us.