YOU MAY NEVER SEE US, BUT WE’RE EVERYWHERE

Embedding Services and Resources Without In-Person Instruction

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Eye by Carin Marzaro, IT
CURRENT STATE

First Year Communications Course

• Library-based research skills instruction via online module (30 min)
• Graded 15 Question Quiz worth 5% (one of five labs)
• Open Textbook adopted based on Library consultation
• Weekly readings from Library-subscribed holdings
CURRENT STATE: MODULES

First Year Communications Course

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MODULE SUCCESS STATS

About 5000 students/year (growing)
Fall 2016 / Winter 2016 + Spring 2017 = 53,000 views
Average of 10 views per student (they have 8 videos to view)
Average of 17 minutes per student (should be 30 minutes)

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Total students: 13,000 since Fall 2014
Total views: 77,500 since 2014
Average grade (16/17): 75% *up from 55%
MODULES

Research Skills Tutorials
CURRENT STATE: TEXTBOOK

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- Open Textbook adopted based on Library consultation
- Weekly readings from Library-subscribed holdings
Use of open textbook has saved students $700,800 since Fall 2016 (1.3 academic years)
Link to Open Access Textbook

Here is the link to our open access textbook **Writing for Success**.
CURRENT STATE: READINGS

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READINGS SUPPORT

Use of weekly readings from library collections, as examples for various types of essays, e.g. persuasive, cause and effect, etc.
– impact not measured, but... dandy none the less.
Week 4: Analytical Writing (Part 1)

**Introduction**

Now that you understand how to develop effective paragraphs, it’s time to learn about how to arrange those paragraphs into a longer document. The essay form teaches you to organize information. This week, we will focus on the basic components of any essay: the introduction (including thesis statement), the body, and the conclusion. This lesson will also cover common sentence-level errors, such as fragments, comma splices, and run-ons. To understand what these errors are and how to correct them, it is also helpful to understand the difference between dependent and independent clauses.

**Learning Outcomes**

- Identify purpose, audience, and thesis in a variety of texts
- Employ critical thinking to analyze source, voice, bias, meaning, argument, and evidence
- Apply knowledge of standard Canadian English Grammar, spelling, and punctuation to academic and professional writing
- Integrate sources using appropriate documentation format

**Readings and Resources**


- *Writing for Success, Chapter 9.4*: 353-58
- *Writing for Success, Chapter 9.1*: 334-40
- *Writing for Success, Chapter 9.2*: 341-47
HOW WE GOT HERE

Workshops >
  Readings
    > Tutorials
  < No Workshops
    > Graded Module
      > Textbook support

= 9 years
HOW YOU CAN GET HERE

Online Modules
• Adapt open tutorials … like one or more of ours
• Leverage Learning Portal resources (or similar)

Textbook & Readings Support
• Textbooks: Develop a simple, easy to find OER page and promote
  • Start talking about it. Many faculty haven’t heard of it.
  • Mention Conestoga’s success (if you like), and research into OER quality & performance outcomes
• Readings: Promote, plan, get ready to devote lots of time