

The Library Resources Module in CU 1000

Statistics and feedback from
fall 2016 students

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Learning Outcomes

After successful completion of the Library Resources section, the student will be able to:

- ▶ recognize sources that require citation in order to avoid plagiarism.
- ▶ demonstrate awareness of search options beyond Google in order to conduct college level research.
- ▶ remember indicators to keep in mind when evaluating a source.
- ▶ identify their responsibilities when adding their voice to scholarly conversations.
- ▶ recognize that CCIT software training is free and identify the method for requesting it

Student-facing Outcomes

Student will:

- ▶ learn how to avoid plagiarism
- ▶ know search options beyond Google
- ▶ evaluate sources
- ▶ learn about free software and training

Content Included

- ▶ Canvas quiz with 5 embedded videos
 - ▶ What is Plagiarism?
 - ▶ PAWS: Evaluating Sources
 - ▶ Joining the (Scholarly) Conversation
 - ▶ Going Beyond Google
 - ▶ CCIT-provided video on Adobe/training
- ▶ 2 automatically-graded quiz questions per video

Quiz Questions

1. Which sources do you need to cite? [multi-select]
2. It's okay to use an image that appears on Google search however you want [T/F]
3. What does the "W" stand for in "PAWS"? [multiple choice]
4. You never want to use a source that was published more than 10 years ago. [T/F]
5. Which of the following should you do before joining a scholarly conversation?
6. Select any of the following that are ways you could join a scholarly conversation. [multi-select - each worth 25%]
7. There is a lot of information on the internet that you cannot access through Google. [T/F]
8. For free access to many scholarly articles and other high-quality sources, you should start your research at _____. [multiple choice]
9. How much does it cost to receive CCIT Software Training at Clemson? [multiple choice]
10. Where do you email to request custom software training? [multiple choice]

Quiz Statistics

- ▶ 4,827 completed attempts
 - ▶ 3,577 by freshmen
 - ▶ 1,250 by transfer students
- ▶ 95.2 average score
 - ▶ 96.1 for freshman section
 - ▶ 94.5 for transfer section

Optional: Want to learn more?

This part is completely optional. We just want to make it easy to learn more about some of the awesome and totally free resources we provide.

All the links below will open in a new window - don't forget to bookmark them so you can get back to them easily. Most importantly, remember that Clemson Libraries are friendly and [glad to help!](#) 😊

Want to...

- ▶ get expert suggestions for finding information and sources in a particular subject area or course? Try our [Research & Course Guides!](#)
- ▶ learn your way around Cooper Library? Explore our [interactive map!](#)
- ▶ find out more about our technology lending, Adobe Digital Studio, or GIS services? [Search our website!](#)
- ▶ learn how to make your own videos (and other awesome multimedia projects) with [free software and training?](#)
- ▶ see these videos again plus other helpful tutorials? Visit our [YouTube channel!](#)
- ▶ stay aware of what we have going on? Follow us on [Twitter](#), [Instagram](#), and [Facebook!](#)

Video View Statistics

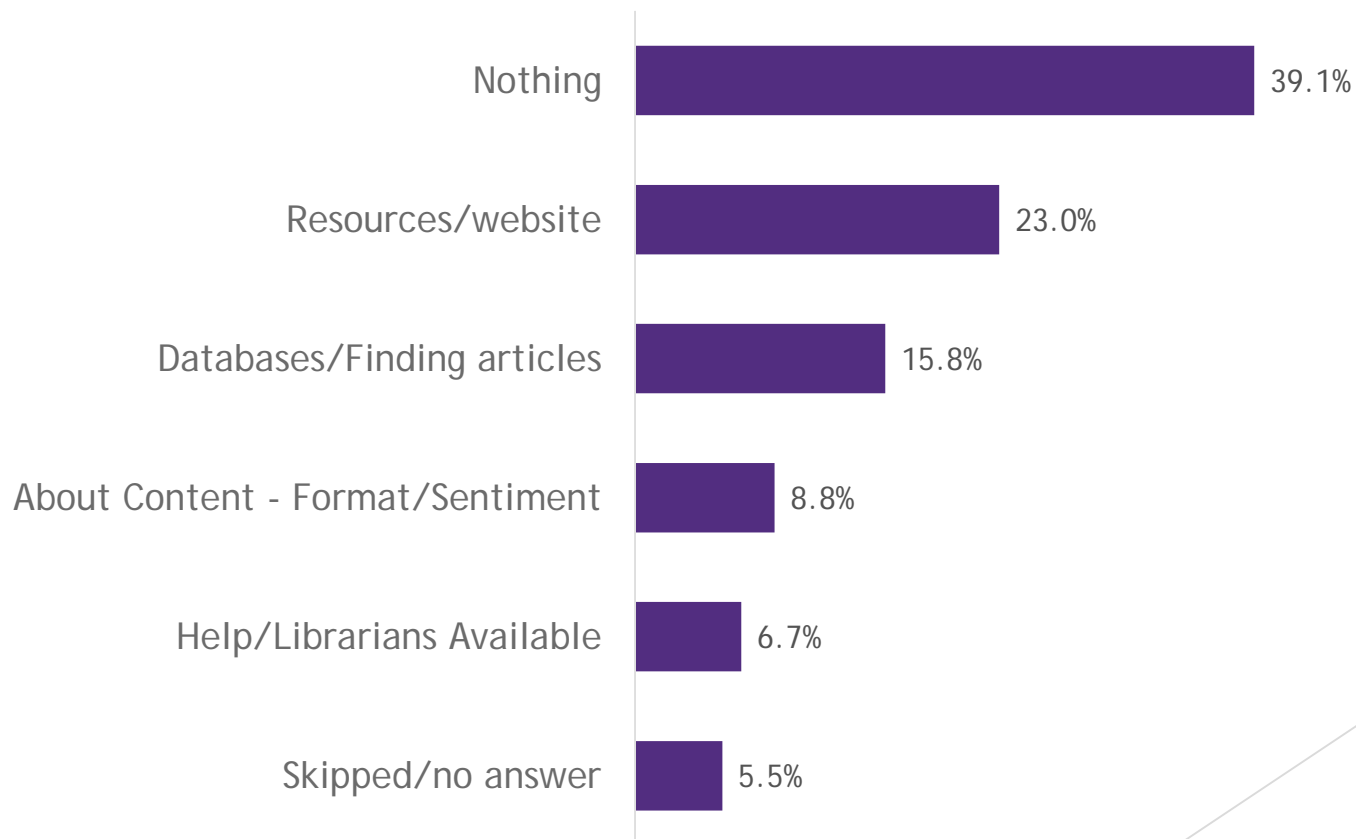
for course open period 8/15/16 - 12/2/16

- ▶ What is Plagiarism? 2,042 views
- ▶ PAWS: Evaluating Sources 1,943 views
- ▶ Joining the (Scholarly) Conversation 1,206 views
- ▶ Going Beyond Google 1,000 views
- ▶ For reference, **4,827** students completed the quiz.

Survey Response Metadata

- ▶ 3,411 emails sent successfully
- ▶ 757 surveys started (22.2%)
- ▶ 705 surveys submitted (20.7%)
 - ▶ 93.1% of surveys begun were submitted
- ▶ 587 surveys with at least one usable answer
 - ▶ 83.3% of total surveys submitted
 - ▶ 17.2% net response rate
- ▶ Response rate more than double that of last year
 - ▶ Timing and incentive

What do you remember about the Library Resources module of CU 1000?



What do you remember about the Library Resources module of CU 1000? (cont'd)

- ▶ 39.1% responded “nothing” or mentioned something from another section of CU 1000
- ▶ 7.2% mentioned something about the libraries that was likely not learned from the module content
- ▶ 3.2% mentioned something positive about the module and/or CU 1000
- ▶ 1.3% responded something negative about the module and/or CU 1000

Knowledge Retention Questions

- ▶ 3 quiz questions from course on one survey page

The questions on this page are a bit different. Please do your best to answer them correctly.

Please try your best but don't worry - you do not have to get them all correct to be eligible for the prize drawing.

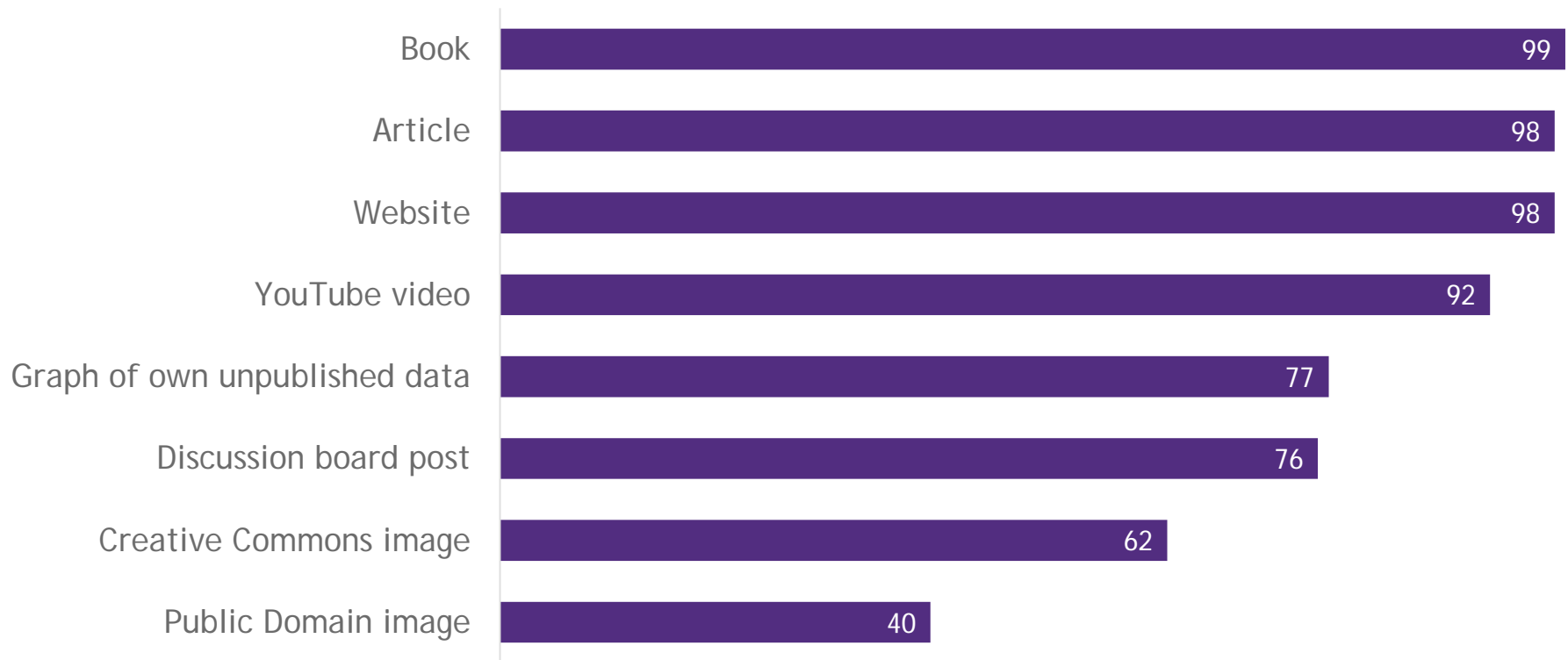
If an image shows up in a Google search, it is okay to use it however you want.

- ▶ 97.7% correct in CU 1000
- ▶ 96.8% correct in survey

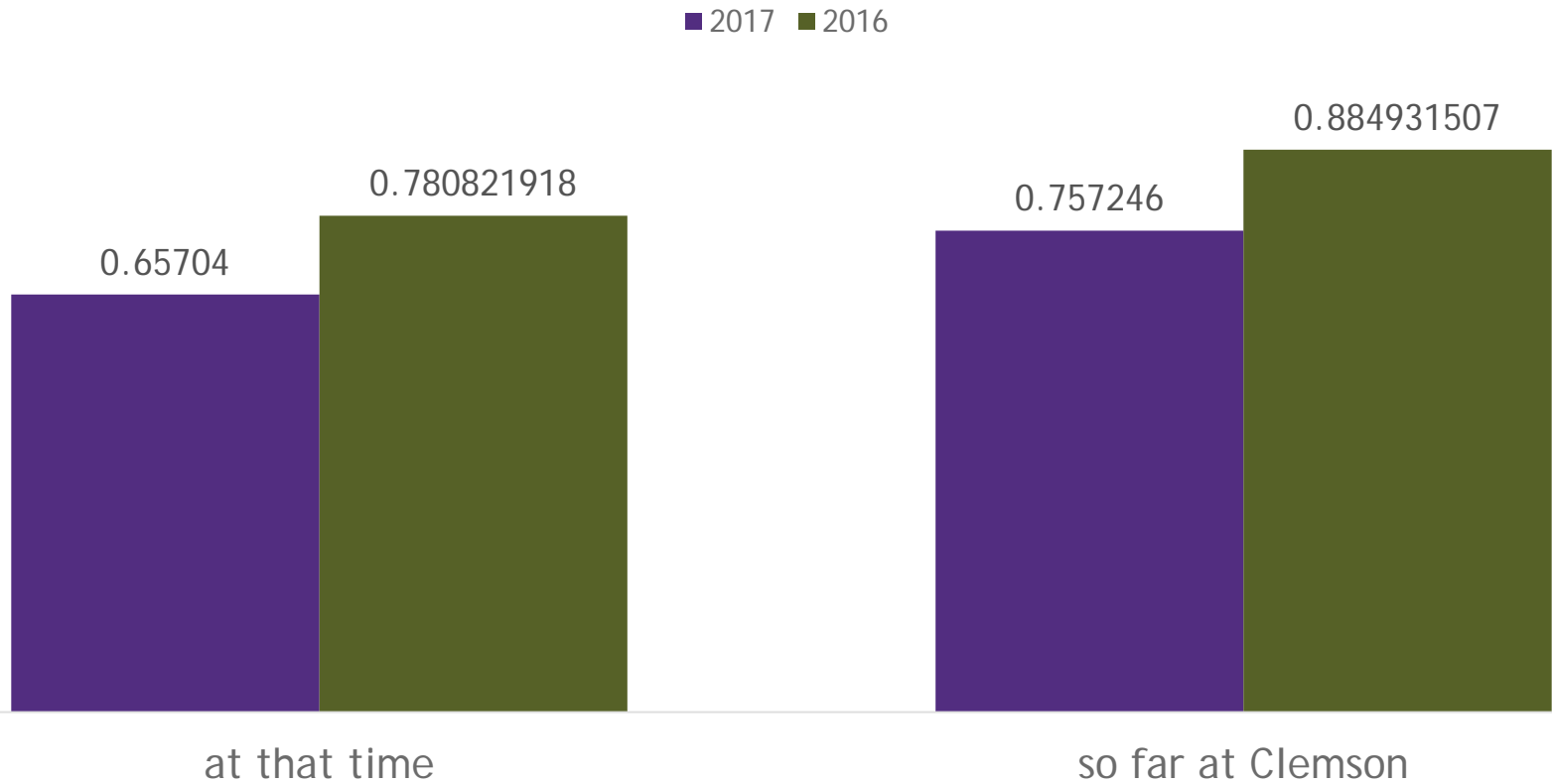
You never want to use a source that was published more than 10 years ago.

- ▶ 88.4% correct in CU 1000
- ▶ 66.7% correct in survey

Correctly identify which sources require citation (%)



Relevance to your library and information needs...



If you learned anything from these videos that you have applied to your assignments or coursework, please briefly comment:

The information about the library databases helped tremendously with research projects I have had this year!!!

I learned that it is possible to plagiarize your own work.

It is okay to use older articles if that is the most updated or the perspective of that time.

Evaluating sources was helpful in my English class.

Different ways to do research besides google

Since watching these videos, I have only used Google Scholar and other similar search engines in order to find quality articles.

I've used the content on plagiarism in my ENGL 1030 class for all writing assignments.

I applied the Plagiarism video to my speeches in my communications class

i've learned how to produce better sources

If you learned anything from these videos that you have applied to your assignments or coursework, please briefly comment: (cont'd)

I really learned a lot about finding information beyond the use of a Google search. Before, I had always just searched in Google and looked at the first things that would pop up. Now, I know about a whole other world available to retrieve information and academic journals.

I used information from the evaluating resources video to help me determine if some of the resources that I used to write a research paper for my English class were good sources.

I learned more about the definition of plagiarism and how to find scholarly articles which I used in my research paper this semester.

I learned about citations and plagerism [sic], and what things must be cited. I used this information when writing lab reports, as I often cited articles, websites, and images.

Please provide any suggestions of how you would improve the library introduction experience...

- ▶ 12.1% would like a better connection with the physical space, whether through an in-person session, librarian meeting, (virtual) tour, or map
 - ▶ A Cooper Library map section was included in a previous iteration of CU 1000

I think the information provided was very helpful to me as an incoming student. I appreciated not having to search for it and some of it I wouldn't have even thought to look for as help for school work.

Clemson Libraries has done an exceptional job with their introductory experience.

It is an over all good presentation of the library resources and it has helped me a lot over my first year at clemson.

It was a great interactive way to get the information out there, so I do not have any suggestions

I think the program is very effective!!!

Conclusions & Next Steps

- ▶ Videos are an effective content delivery method for students willing to put effort into a non-credit-bearing, pass/no-pass course
- ▶ Current method provides good return on investment considering number of students and their overall course burden
- ▶ Emphasize that videos are available after course ends
- ▶ Continue involvement in discussions regarding CU 1000, new student orientation, and general education