

# Leveraging your LMS and other Low-Cost Resources in your LMS

Chris Caplinger

USG First-Year Seminar Workshop

May 13, 2019



FIRST-YEAR EXPERIENCE

How does your institution approach curriculum in your FYS?

- Off-the shelf, commercial text (*Your College Experience, Becoming a Master Student*)
- Customized text
- Common content in your Learning Management System
- Open Educational Resource text
- No common text

# FYS at Georgia Southern

- First-Year Seminar: FYE 1220
  - Hybrid thematic seminar/extended orientation; required in first semester; two-hour; graded
  - University requirement, not part of the core
  - 182 sections Fall 2018 (29 this spring)
- Common learning outcomes; content, method not prescribed
- Taught in current format since 2008 in Statesboro, but always changing



# Our LMS Decision

## Curriculum Needs

- Aligned with learning outcomes
- Faculty support
- Characteristics
  - Customizable for individual faculty
  - Easy to update, semester to semester
  - Inexpensive, especially since many faculty assign texts related to theme

## Programmatic Needs

- Consistency: template in each course section
- Desire to build proficiency in campus-wide LMS in first semester
- Assessment






  

Table of Contents for **Learning Styles**

1. [Overview: Learning Styles](#)
2. [Grading Rubric](#)
3. [Learning Styles Inventory](#)
4. [Summary of Learning Styles](#)
5. [Discussion Area for Learning Styles](#)
6. [Quiz for Learning Styles](#)
7. [Evaluate Learning Styles Unit](#)
8. [Optional Learning Styles Inventories](#)

## Overview: Learning Styles

This learning module consists of a combination of small projects to be completed outside of class and a face-to-face discussion in class. Your GSU 1210 professor will discuss assignment dates and class dates either verbally or in your syllabus.

### Goal

The purpose of this unit of instruction is to introduce students to the topic of learning styles.

---

### Objectives (Learning Outcome Statements)

The student will be able to ...

- define the concept of learning styles and identify the three primary styles of learning.
- determine his/her preferred learning style(s).
- develop strategies for applying his/her preferred learning style to his/her academic course work.
- develop strategies for compensating for situations in which course material is not communicated through his/her preferred learning style.

---

### Activities

Check List for Activities in this Learning Module

My Folio > FYE-1220-A - FYS: Des... Alicia Howe

## Introduction to Evaluating Information Module

### Purpose

The purpose of this module is to assist you in becoming a proficient consumer of information in order to meet your needs, in both academic everyday contexts.

Evaluating information is important both when writing a research paper and when deciding whether or not you should trust your new doctor; after completing this module, you'll be more prepared for both contexts.

### Outcomes

After completing this module, you will be able to:

- Recognize how the Internet and the World Wide Web affect the availability and reliability of information.
- Critically evaluate print and electronic information for its currency, relevancy, authority, accuracy, and purpose (the CRAAP criteria).

### How to Complete the Module

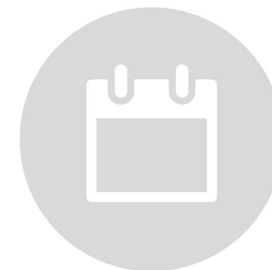
- Print the [Evaluating Information Worksheet](#) for use while completing the rest of the module.
- Watch the "[Information Explosion](#)" and [The CRAAP Criteria for Evaluating Information](#) videos. Your computer will need Adobe Flash Player 10.3 or higher installed (most configurations will include this already; if you don't have it, you can get it by clicking [here](#)).
- Read the [CRAAP Criteria Quick Reference Guide](#).
- Prepare to take the quiz by printing the "[Pro's and Con's of Nuclear Power](#)" document.
- Take the [Evaluating Information Quiz](#).

### Special Thanks

Videos in this module were created by Stacy Kluge, an instructional services coordinator in the Center for Teaching, Learning and Scholarship, and Lisa Smith, an assistant professor and information services librarian. Robby Ambler, Tony Ard, Art Berger, Marney Collins, Eric Floyd, Amanda Hedrick, Mark Parsons and Katie Reams also provided valuable assistance.

For citations for the images used in the videos, click [here](#).

Edit HTML Send to Binder Reflect in ePortfolio Download Print





## Introduction

---

Research is a vital life skill and one of your primary jobs as a college student. It can also be really fun. Its engine is curiosity and it is fueled by the interest and passion you have for the topics you are investigating.

In the next module, we'll discuss what research looks like in college. But here, we're looking at evaluating information more broadly. Its purpose is to assist you in becoming a critical consumer of information in order to meet your needs, whether in your day-to-day life or as a student.



## Learning Outcomes

---

After completing this module, you will be able to develop and apply information literacy skills in academic and non-academic contexts. You will reach this primary outcome by:

Critically evaluating information for its currency, relevancy, authority, accuracy, and purpose.



## Task List

---

*\*Note: task list content can be accessed either by clicking the links on this page (content will open in a new tab) or by clicking the arrows in the upper and lower right-hand corner.\**

1. Watch the following tutorials on how to use each CRAAP test category to evaluate information.

- [Introduction to the CRAAP Test](#)
- [Currency](#)
- [Relevancy](#)
- [Authority](#)
- [Accuracy](#)
- [Purpose](#)

2. As you watch the videos, consider the following questions:

- What is the CRAAP test, and how is it useful in evaluating information in academic and non-academic contexts?
- What questions should you ask when evaluating for currency, relevancy, authority, accuracy, and purpose?

3. Complete the [CRAAP Evaluation Homework](#). Bring your completed homework with you to our next class.



## Post-Class Graded Discussion

---

Complete the [Evaluating Information Discussion](#) online discussion.




# Customization Assistance for Faculty

- Videos
- Webpages
- Module in LMS
- Group Training
- One-on-one support

Table of Contents > Faculty Start Here: Resources to Build Your Course (not visible to students) > Folio Customization Guides

## Folio Customization Guides ▾



FYE creates content for faculty to use as an instructional resource. Read the [Guide to FYE-Created Content](#) for more information about what we created. The guide includes a variety of information, from a sample schedule to in-class guides associated with online modules.

### Hiding or Removing FYE-Created Content

*All links on this page open in a single new tab to allow you to navigate back to this page easily. If nothing pops up when you click a link, please check the tab next to this one in your browser.*

Because all FYE-created content is new this year, FYE imported all content into your course; by default, it is visible to students once the course is activated. Imported content consists of six modules, seven discussions, two dropboxes, nine grade items, and two rubrics. To read more about this content, including a curriculum map and lesson plans, see [this guide](#).

Should you decide not to use these items, you should hide or remove them so students do not get confused. See below for guides to hide or remove content:

- [Modules](#)
- [Dropboxes](#)
- [Discussions](#)
- [Rubrics](#)
- [Grade Items](#)

### Making Hidden Content Visible



# Challenges and Solutions

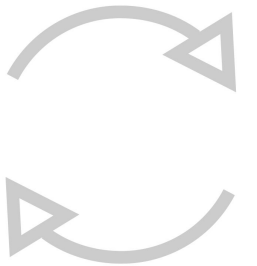
- Broken links and other errors



A screenshot of the Tiny.cc website interface. The page has a navigation bar with tabs for 'Home', 'Example', 'Branded', and 'Help'. The main content area features the 'TINY' logo, a Google ad notice, a URL input field with 'http://', and a 'Tiny!' button. Below the input field is a 'Recent URLs' section showing a list of links, including 'http://academics.georgiasouthe...' and 'http://tiny.cc/fye1410'. On the right side, there is a 'A few of our satisfied users' section with various logos and a testimonial quote.

# Program-Level Assessment

- Assess outcomes on rotation, depending on needs
- LMS facilitates extraction, does not require faculty to send us artifacts
- Faculty team involved in review and recommendations



# Curriculum Effectiveness

2015 Skyfactor First-Year Seminar Assessment (7-point Likert)



“To what degree were the course materials for (e.g. books, supplemental readings, online materials) . . .”

- Relevant: (5.41 vs. 4.91 for our six comparison groups)
- Interesting (4.93 vs. 4.49)
- Helpful (5.10 vs. 4.92)

Together, these questions were the number 1 predictor of “overall program effectiveness” for us.

# Benefits & Challenges

## Benefits

- Customizable
- Aligned with outcomes
- Resource for faculty
- Program assessment
- Introduces students to LMS
- No cost to students

## Challenges

- Time intensive/  
staffing
- Eliminating old information
- LMS updates
- Faculty resistance to using LMS



# Other LMS Uses at Georgia Southern

- SOAR 1000: online pre-orientation
  - MyMajors Assessment
  - Explore Academic Focus Areas
  - Previous Credit Survey
- FYE 1000: Conversations with Professors
  - Growth Mindset videos
  - First-Week Survival Guide
  - Semester at a Glance

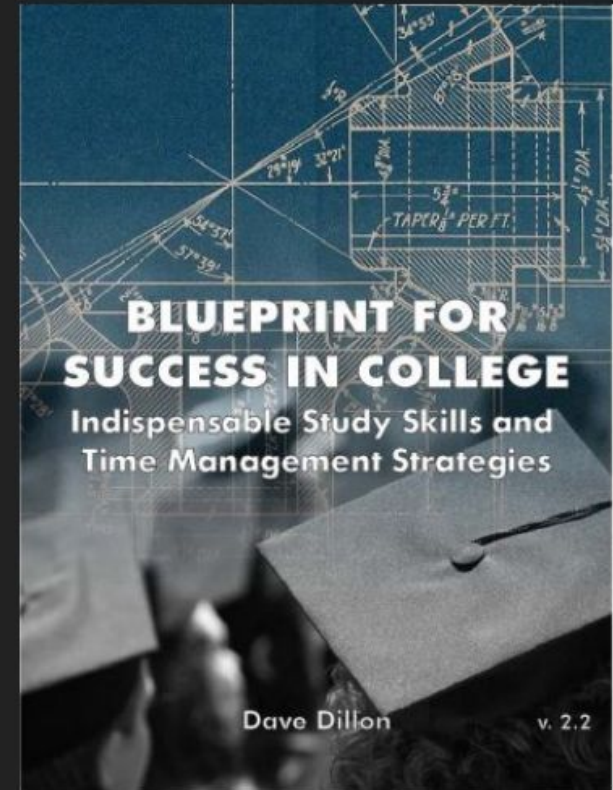
## Blueprint for Success in College: Indispensable Study Skills and Time Management Strategies

v. 2.2

Dave Dillon

A free, Open Educational Resource, *Blueprint for Success in College: Indispensable Study Skills and Time Management Strategies* is a students' guide for classroom success. This text, designed to show how to be successful in college focuses on study skills and time management.

The *Blueprint for Success* series comprises three books for the College Success and FYE (First-Year Experience) genre. The central text, *Blueprint for Success in College and Career* is



Download this book



<https://press.rebus.community/blueprint1/>

# Open Educational Resources

## Introduction to College Success

[Introduction to College Success](#)

## Introduction

[Personal Identity](#)

[Types of Students](#)

[College Overview](#)

[Defining Success](#)

## Goal Setting and Time Management

[Defining Goals](#)

[Your Physical Environment](#)

[Your Use of Time](#)

## Career Exploration

[The Big Picture](#)

[Career Paths](#)

[College Majors](#)

[Socializing](#)

[Diversity and Accessibility](#)

[Campus and Student Life](#)

## Thinking and Analysis

[Patterns of Thought](#)

[Critical Thinking Skills](#)

[Creative Thinking Skills](#)

[Thinking with Technology](#)

## Learning Styles and Strategies

[The Learning Process](#)

[Class Preparation](#)

[Class Attendance](#)

[The Role of Memory](#)

[Active Learning](#)

## Study Skills and Classroom Success

[Reading Strategies](#)

[Evaluating Results](#)

## Mental and Physical Health Management

[Nutrition](#)

[Exercise](#)

[Sleep](#)

[Substance Abuse](#)

[Stress](#)

[Mental Health](#)

[Sexual Health](#)

[Safety](#)

## Financial Management

[Personal Finance](#)

[Financial Aid](#)

[Working](#)

[Saving](#)

[Budgeting](#)

<https://courses.lumenlearning.com/collegesuccess-lumen/>

# Discussion

What LMS successes or challenges have you experienced in your seminar?

Have you found success with a customized text or an open educational resource?

How else do you meet curriculum needs while keeping costs contained for students ?





# Contact Information

Chris Caplinger, Director  
First-Year Experience  
Georgia Southern University  
912-478-1456  
caplinca@georgiasouthern.edu  
georgiasouthern.edu/fye

slides: [tiny.cc/fys-lms](http://tiny.cc/fys-lms)