

Distance Education Council
Minutes March 25, 2019

- I. Call or Order - The meeting was called to order by Christala Smith, at 1:35pm.
- II. Present for meeting: Voting Members- Conner Alford (ZOOM), Laura Atchley (ZOOM), Janet Barker (ZOOM), Jake Durham (ZOOM), William Fridley, Karl Frinkle, Robert Howard, Ying Lin, Nick Nichols, Lie Qian, Jerry Stout, Jeri Walker
Ex-Officio Members: Marti Phillips, Christala Smith, Sandra Thomas
Guests: Jayanna Greenwood, Alisha Ridenour
- III. Quorum was established at 1:35pm.
- IV. Minutes were approved with corrections. Nine voted yes and 3 abstained.
- V. Summer and Fall Courses in Bb: Christala Smith
These courses will be generated in Bb this week. Summer and Fall Course copies are not customary and must be requested.
- VI. SIDE Sub-committee: Dr. William Fridley
See attached addendum
- VII. Library Presentation: Jayanna Greenwood
See attached addendum
- VIII. No new business
- IX. The meeting adjourned at 2:18

**Report on the meeting about Zoom Storage Capacity
March 8, 2019 in Russell 315**

The Synchronous Interactive Distance Education (SIDE) subcommittee of the Distance Education Council (DEC) met with faculty (Teresa Golden and Brad Ludrick via Zoom, and Tim Smith), CIDT staff (Christala Smith [Director], Alisha Ridenour, Jerry Knight, Jason Stowell), and Tim Boatmun (Dean of Graduate School, E-Programming and Academic Support) to discuss the issues related to the shortage of Zoom storage capacity.

SIDE Members Attending: Laura Atchley (via Zoom), William Fridley, Karl Frinkle, Kate Shannon, Christala Smith

On 2/25/2019, Knight emailed the Faculty and Staff Mailing Lists:

Due to the limited amount of Zoom Cloud storage space, recordings older than 2 months will be deleted. This will be an ongoing process and no warning will be given before recordings are deleted. If you need assistance in uploading your recordings from the Zoom cloud contact the CIDT or SIDE office at ext. 2114 or ext. 3185. I will begin deleting on Thursday Feb. 28th and will continue to check and delete recordings every Thursday.

On 2/28/2019, Boatmun emailed Fridley to ask if the SIDE committee would like to participate in a discussion of the options, costs and benefits of expanding the storage capacity of Zoom with faculty who had raised concerns about the issue (Ludrick, Golden, T. Smith).

An email discussion between the concerned parties went from 2/27/19 to 3/7/2019. Included in the email discussion was the report from C. Smith that:

- When we had Zoom via One Net, storage was unlimited. Now that we have our own plan, we have limited storage. We currently only have 75 GB, which is what comes with the account.
- We hoped that space was large enough to keep videos for a year at a time, but with increasing use, it filled up almost immediately.
- CIDT has no budget to purchase additional space, nor does the Title III Grant, which is how we paid for our account this year.

The discussion at the meeting included:

- The history of Zoom usage and storage capacity and the various Zoom packages available.
- The pros and cons of alternatives (e.g. YouTube, One Drive) and the related issues of closed captioning and transcriptions of recordings, privacy concerns and the need for personal accounts, reducing the quality of recordings to provide more space, training faculty in “extra steps” for usage, the long term storage conserving reliability, codifying limits on individual usage, and current and potential costs.
- There was agreement with Dr. Golden’s sentiment that we need to develop a long term perspective and plan to address this issue, especially given the increased usage of recordings for accelerated online courses.
- It was agreed that a Zoom Cloud Recording Storage of 500 GB, at a cost of \$ 1,200.00 would be purchased. It was believed that this would take care of our storage needs to July.
- Dr. Frinkle will consult with Information Technology and explore the availability of local storage servers that might provide an “in house” long-term solution for the storage capacity problem.



Library Services
~~Available to~~
Designed for
Online Learners

As sources of information/misinformation become available ...



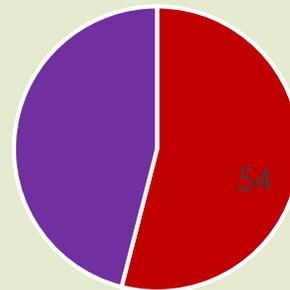
the chances of finding relevant and reliable information don't necessarily improve.



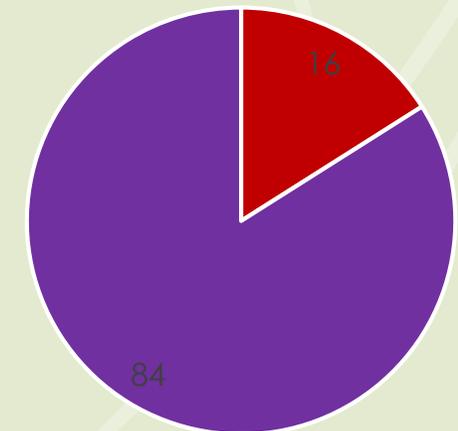
Information Obesity confuses students who perceive themselves as information literate.

- ▶ A study conducted by faculty at Stanford shows that as many as 80% of the 7,800 students in the study were unable to determine the credibility of a source (McGrew, 2017).
- ▶ A study performed by Credo (2015) found that 54% of the college students surveyed felt “confident” or “very confident” about their ability to evaluate sources while only 16% of faculty in the same survey felt confident in their students’ abilities in this skill.

Students who feel confident about their research skills – 54%



Faculty that agreed with them - 16%



- Confident or very confident
- Do not feel confident

While some instructors mention the library's contact information in the syllabus, distance students often still perceive a library as a physical location and librarians as keepers of print books, thus are less likely to seek library resources (a.k.a. academic sources) for their assignments.



Today's librarians are more like tour guides, offering tools to navigate an ever-growing information jungle which includes both useful knowledge and pitfalls.





Several library services are already available to online learners:

- Databases with digital journals and books
- LibGuides
- Librarians available 7 days a week by email

Even with these resources available and accessible to every SE student, are you tired of grading polarized papers written with questionable/irrelevant sources?



Many universities have increased understanding of academic research by adding embedded librarians to online courses. Some universities have used embedded librarians for a decade or two.

Several studies have been conducted concerning the effectiveness of embedded librarians.

One of these studies conducted at Wright State University measured the difference between the quality and quantity of research and writing done by two political science classes, one with an embedded librarian and one without (Shannon and Shannon, 2016).

- ▶ 2013 Class had no embedded librarian, but 64% of the class had received one-shot library instruction during a previous course.
- ▶ 2014 Class had an embedded librarian and 50% had received prior one-shot library instruction.

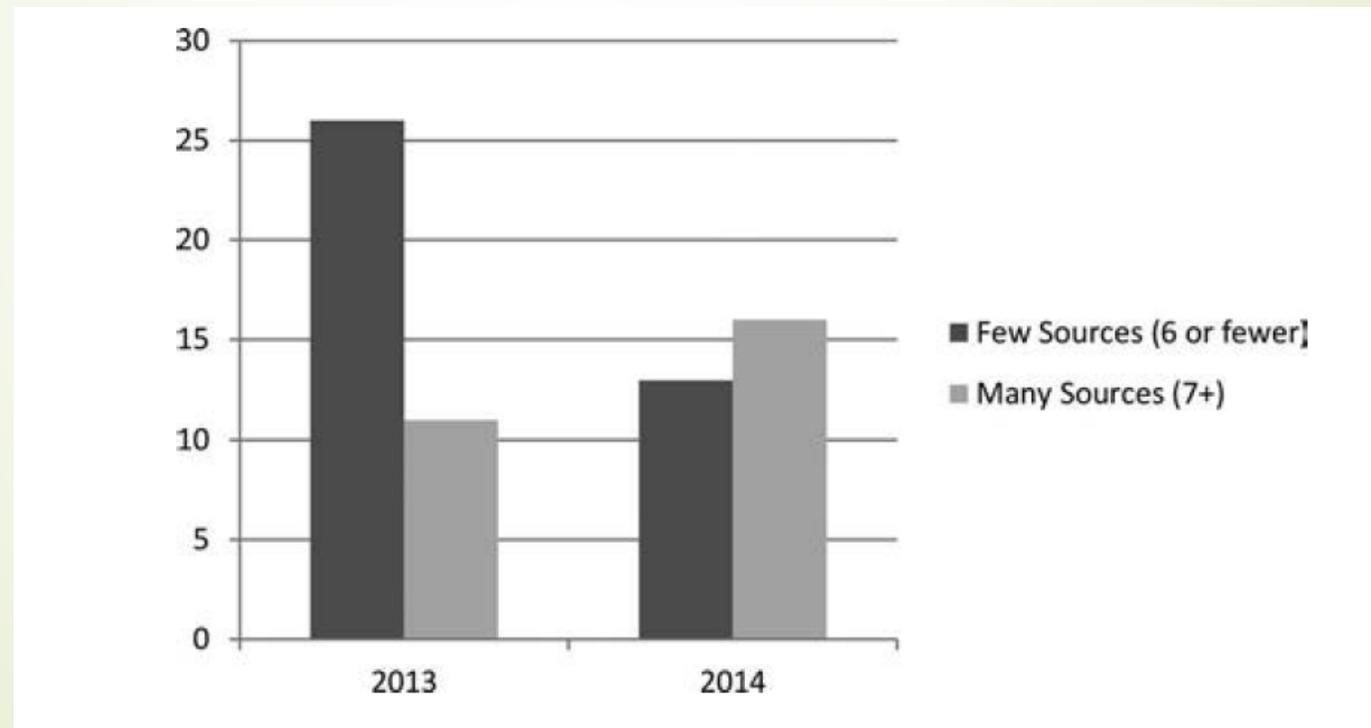
The number of sources in the students' research assignment was measured:

2013

Several had no academic sources used

2014

At least 2 academic sources were used in each paper





The students' research papers were anonymized and scored to reflect how well the students used sources to support their argument.

2013		2014		Total
No Embedded Librarian		Embedded Librarian		
Poor	26 (70.3%)	6 (20.7%)		32 (48.5%)
Average	10 (27.0%)	14 (48.3%)		24 (36.4%)
Good	1 (2.7%)	9 (31.0%)		10 (15.2%)
Total	37	29		66



What do embedded librarians do?

Relieve the burden of remedial information literacy, thus freeing the professor to focus on course instruction. An embedded librarian might:

- ▶ *Answer questions in discussion boards, either for a specific assignment or throughout the semester, regarding searching for or utilizing sources*
- ▶ *Help students choose a research topic and introduce them to appropriate databases and websites*
- ▶ *Design course/assignment specific LibGuides that match what is currently being discussed/assigned in a course*
- ▶ *Help students evaluate sources on an individual or group basis*
- ▶ *Host Zoom sessions to discuss issues such as key term use, database searching and saving or citation assistance*
- ▶ *PILLAR module containing tutorials for both new students and upper level learners*
- ▶ *Assess the students' skills in resource use and assign exercises as needed, such as keyword searches or annotated bibliographies*

How to contact an embedded librarian

Jayanna Greenwood, MLIS
Distance Education Librarian
Ph 580-745-2302
jgreenwood@se.edu

Or contact
Sandra Thomas, MLIS
Library Director
Ph 580-745-3172
stthomas@se.edu



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References

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