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Roll for Initiative! 101 Just Leveled Up: Choosing Intentionality in Course Redesign

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Roll for Initiative! 101 Just Levelled Up: Choosing Intentionality in Course Redesign

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Collaboration between librarians and instructional designers leads to positive course outcomes and design.



Spring 2022

Sentiment Analysis / Topic Modeling

Fall 2022



Background

With the demand for the health sciences (HS) section of the introductory credit-bearing information literacy course, ULIB 101: Introduction to Library Research, outpacing available course seats, WVU Libraries identified a need to update the coursework to be more relevant to HS students' specific information literacy needs in their disciplines. Three HS librarians and the WVU Libraries' Office of Curriculum and Instructional Support (OCIS) collaborated to revamp this section to better prepare future healthcare professionals. The revamped coursework was instituted beginning Fall 2021. Prior to this project, changes to the university's course registration software made the section difficult for students to locate so during the course update in Fall 2022, the section became its own unique class, ULIB 102: Introduction to Health Sciences Library Research.

Methods

The course revision used the ADDIE and backward design models (Wiggins and McTighe, 2005). We analyzed faculty demand and HS student information literacy needs. After reviewing the HS section content, we re-designed the course based on this analysis. OCIS assisted the HS librarians with course development and led the content implementation into Blackboard, our course management system.

To evaluate the changes, Student Evaluations of Instruction (SEIs) and students' end-of-course reflection memos from Spring 2022 and Fall 2022 were used. Due to institutional system issues, only Spring 2022 SEIs were able to be reviewed for insights about course design. Using RapidMiner, text-mining was performed on the students' end-of-course reflection reports. Reflective memos were downloaded from the online course shell. Any citations or reference lists, student names, or any extraneous or identifying information, was deleted. Individual memos were converted into text files for the sentiment analysis. For the topic modeling, individual memos were converted to text files and uploaded into a CVS file. A sentiment analysis was run to determine students' emotional response to the course; RapidMiner was used to perform an LDA (Latent Dirichlet Allocation) topic extraction.

Results

Comments from students in the SEIs provided important guidance for course design. Feedback from Fall 2021 included a need for more detailed information on how the assignments would be scored as well as highlighting confusion over assignment due dates. Rubrics have since been added to all assignment instructions and this feedback combined with comments from other ULIB courses led to changing assignment due dates from 5pm to midnight. Students in the Spring 2022 course did not share a desire for changes or clarifications, but noted areas of the course design that were beneficial to students and should be maintained such as the organization and structure of the course as well as the detailed assignment instructions.

Sentiment analysis revealed positive sentiment for all the Spring reflective memos, with confidence ranging from a high of 92% to a low of 76%. For the Fall 2022 semester, positive sentiment was also indicated, ranging from 92% to 83% confidence level.

For both the Fall and Spring 2022 semesters, RapidMiner to was used to perform an LDA topic extraction; topic modeling was optimized checking for 2 to 10 topics. The LDA topic modeling indicated 6 topics for Spring 2022 with a perplexity = 112.242 and LogLikelihood = -3628.19. Topic modeling for Fall 2022 indicated 4 topics with a perplexity = 37.57 and LogLikelihood = -363.79.

Conclusion & Next Steps

Moving forward, we will continue gathering feedback each semester on course successes and pain points. For example, instructor notes from Spring 2022 led to small adjustments to wording and presentation of assignments that were implemented for Fall 2022. Next steps include creating project overview videos, a course glossary, and making room in the class for students to evaluate digitized historical patient education materials in preparation for creating their own.

References
 Wiggins, G. P., & McTighe, J. (2005). Understanding by design (2nd ed.). Pearson.
 Icons by [Slidesgo](#)



Mid-Atlantic Chapter of the Medical Library Association
 District of Columbia • Maryland • North Carolina • Virginia • West Virginia • Western Pennsylvania

ULIB 101 HS Section Revised Summer 2021

ULIB 101 Revised Coursework Pilot Fall 2021

ULIB 102 Approved Summer 2022

X ULIB 102 First Offering Fall 2022

Assess the fit between an information product's creation process and a particular information Need

TopicID_2
Word / Weight
Design / 6
Poster / 5
Injuri* / 3
Brochur* / 3
Medic* / 3

TopicID_4
Word / Weight
Poster / 15
Brochur* / 13
Audienc* / 12
Project / 9
Topic / 7

TopicID_1
Word / Weight
Databas* / 3
Poster / 3
Prepar* / 1
Assign* / 1
Class / 1

Recognize that authoritative content may be packaged formally or informally and may include sources of all media types

TopicID_3
Word / Weight
Sourc* / 14
Find / 6
Research / 5
Googl* / 4
Techniqu* / 2

TopicID_2
Word / Weight
Credibl* / 2
Artic* / 1
Account / 1
Light / 1
Choos* / 1

Critically evaluate the reliability of information and select credible sources for particular needs

TopicID_1
Word / Weight
Sourc* / 19
Credibl* / 6
Inform* / 6
Check* / 4
Overal* / 4

TopicID_0
Word / Weight
Found / 3
Librar* / 2
Final / 2
Potent* / 1
Verifi* / 2

Develop, in their own creation processes, an understanding that their choices impact the purposes for which the information product will be used and the message it conveys

TopicID_5
Word / Weight
Review / 5
Peer / 5
Process / 5
Poster / 5
Experi* / 3

TopicID_0
Word / Weight
Want / 7
Semest* / 3
Research / 3
Topic / 3
Diabet* / 2

TopicID_4
Word / Weight
Sourc* / 6
Put / 1
Project / 1
Thought / 1
Audienc* / 1

"The course assignments also helped us piece together our final projects."

"I was nervous about having this course online, but excelled with all of the details the instructor included in her instruction"

"I layout the times of when each module is due on the syllabus to remove any confusion [in] the beginning of the course"

"Each individual module checklist and instruction set was also very helpful."

"More instruction about what is wanted for each module to receive the best score"

"This class was greatly organized and structured"

See the syllabus and final assignment rubrics.

