IDEA EXCHANGE, AUGUST 30, 2019

Setting clear expectations for your course
  Facilitated by Heather Townsend

Preparing an effective syllabus
  Facilitated by Heidi Henry

Early semester community-building activities
  Facilitated by Candace Grist

Motivating your students
  Facilitated by Rachel Rogers and Karen Kortz

CCRI resources for student success
  Facilitated by Lisa Ethier

Making the most of your first day of class
  Facilitated by Amanda Vanner

Incorporating study strategies into your course
  Facilitated by Justine Egan-Kunicki

How to start an online learning class well
  Facilitated by Mish McIntyre and Karen Bellnier

Library information for faculty
  Facilitated by Katie Holcomb and James Austin
TLC Idea Exchange August 30, 2019
Knight Campus- Room 6008
"Setting Clear Expectations for Your Course" (Heather Townsend)

I. Introduction

II. Questions for us:
“What handouts do you have the first day to communicate your expectations?”
“When should you smile?”
“Do you have students do any homework on course expectations?”
“Should students be involved in developing the expectations? If so, how are students involved?”
“Think of a time when a classroom seemed well-managed. What characteristics were observed?”
“How can a teacher create balance between too few or too many expectations?”

III. Questions/comments from them:
“I need to get an A in this course”
“I need this course to graduate”
“Do I really need the books?”
“Will it hurt me to miss class?”
“Is there extra credit?”

IV. What should be addressed:
- Calendar
- Schedule
- How graded/evaluated
- Participation expectation
- Missed work policy

V. Ways to set expectations:
- First day outline – yourself and them
- Syllabus!!!
- Syllabus quiz on first day
- Office hours
- Tell them about yourself!!
- Transparency
- Explain your pedagogical choices – “Eat your vegetables”
- Rubrics
- Routines
Setting clear expectations for your course
Facilitated by Heather Townsend

- Syllabus quiz/contract/“find 5 things”
- More suggestions: how to email
  Not just expectations for course, but for college!!

**START FROM DAY ONE**

- For example: “Expectations for taking this exam”
  Set the consequences for not meeting the expectations + why the expectation
  is there.
  EX: Expectation: No late work
  Consequence: Zero
  Why?: Course success, etc.

**Syllabus most important!!**
Let take time to go over; if not, they won’t know!!
Syllabus Checklist

- **Complete Course Information** (semester, course number, section number, course title, class meeting days, times, and location, credit hours, required or recommended prerequisites).
- **Course Instructor Information** (name, contact information, office hours, location, department contact information)
- **Course Materials, Description, and Outcomes** (required text, reading, and outside materials, course description addressing the flow, overview, and rationale of the course and the main areas or topics you will be addressing, an explanation of your course outcomes)
- **Course Policies and Expectations** (Grading breakdown, grading scale, explanation of each element of the grading breakdown (ex: description of low-stakes and high-stakes assignments), explanation of policies regarding attendance, participation, texting in class, tardiness, homework, due dates, missed assignments, plagiarism, classroom behavior)
- **Student Support Information** (contact information about CCRI’s Americans with Disabilities Act (ADA) and Disabilities Support Services (DSS), contact information about advising and counseling services, contact information about the Student Success Center, a diversity statement)
- **Course Calendar** (post weekly topics, assignments, homework, due dates, assessments, activities)

Syllabus Guiding Questions

- Who are my students and how can this syllabus serve as a tool to help them have success in this course?
- Is my syllabus visually appealing? (Ex: Is it too busy or confusing? Have I visually “chunked off” each week? Do I have enough blank space around each “chunk” of text? Is it easy to follow? Is it accessible to all students?)
- What skills do I want my students to obtain and which assignments will help them achieve these goals? Do my assignments and activities align in helping my students attain course outcomes, institutional outcomes, and real world application outcomes?
- Have I included student friendly language?
- Is there consistency throughout my syllabus? (Ex: In format, design)
- Have I provided a variety of resources to support my students’ success in the course?
- Are assignment due dates clearly marked?
Syllabus Activities

- Syllabus Reconnaissance (*Think-Pair-Share Activity*)
- Syllabus take-home low stakes quiz
Preparing an effective syllabus
Facilitated by Heidi Henry
Early Semester Community-Building Activities
Associate Professor Candace Grist (cgrist@ccri.edu)

Benefits of Community in the Classroom
Scholars and teachers alike agree on the fact that a shared sense of community is beneficial for students’ current and future success:

- Where both formal and informal learning takes place. A sense of community in the classroom helps connect students to their classmates, as well as connect them to their work outside of school.
- A classroom culture wherein everyone has a mutual involvement and understanding of the concept being presented. This has shown to increase levels of classroom loyalty, satisfaction, and participation.
- A communal classroom is one in which students feel “nurtured and supported”, allows for open discussion and intellectual inquiry, an environment where students play an “active role in… constructing meaning”, and so on.

What is Community in the Classroom?
Based on four themes:
1. Shared space
2. Openness/acceptance
3. Common interests
4. Sense of belonging

How can we incorporate the four themes into our classroom? What about Distance Learning?

Some Resources:
Strategies for Creating a Strong Sense of Community in the Classroom
https://wvde.state.wv.us/abe/file-cabinet/Core_Sessions/Strategies_for_Creating_a_Strong_Sense_of_Community_in_the_Classroom.pdf

How to Teach a Good First Day of Class by James L. Lang
https://www.chronicle.com/interactives/advice-firstday

Lansing Community College Center for Teaching Excellence
Icebreaker Activities
https://www.lcc.edu/cte/resources/teachingettes/icebreakers.aspx
Early semester community-building activities
Facilitated by Candace Grist

- Early Semester Community Building Activities
- Flipped Classroom
  "Devices" are an issue
- Not "pick on" the same person
- Applied faculty
  - What are you an expert in?
  - Survey "about me" (the instructor)
  - Tell me what you want to tell me
  - Create Classroom norms - respect
  - Online - Student Shoutout
Motivating Students Using Self-Determination Theory

One way to think about motivating students is to view it through the lens of self-determination theory. This theory proposes that the three basic needs required to move students from extrinsic motivation (e.g. reading to earn a grade) to intrinsic motivation (e.g. reading for fun) are autonomy, relatedness, and competence (Ryan & Deci, 2000). Meeting students’ basic needs in these three ways can help increase their motivation to do well in your class. Descriptions and examples are in the table below.

<table>
<thead>
<tr>
<th>Autonomy</th>
<th>Relatedness</th>
<th>Competence</th>
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| Self-governed behaviors are more motivating.  
- Poll students on topic preferences  
- Give options for how to complete an assignment  
- Give assignments early, so students can choose when they want to do them | Feelings of connectedness and belonging are related to increased motivation.  
- Learn students’ names  
- Facilitate group work where appropriate  
- Think/Pair/Share questions  
- Give assignments where the students relate course topics to themselves | Feeling effective in a context makes us willing to take on challenges.  
- Scaffold up to challenging work  
- Provide resources on evidence-based study strategies, etc.  
- Make course requirements clear and material easily accessible |
Motivating your students
Facilitated by Rachel Rogers and Karen Kortz

Autonomy -
- eg. choice on topic for assignment
- give 2 prompts & let students choose

Relatedness -
- eg. for history, a paper on ancestry
- remember students' names with table tents
- topic related to community or personal interest
- have students answer questions to each other first, not to the prof in front of entire class

Competence -
- first paper - lots of support and guidance of what to include; examples of good and bad
- well-detailed rubric
- if you overhear students say something good, ask them to share with entire class
CCRI Resources for Student Success

**CCRI Campus Police**
https://www.ccri.edu/campuspolice/index.html
Emergencies: **401-825-2000**

**Advising & Counseling**
https://www.ccri.edu/advising/index.html

**Disability Services for Students**
https://www.ccri.edu/dss

**Military / Veterans**
https://www.ccri.edu/vso/index.html

**Food Pantry**
https://www.ccri.edu/osl/ccri-food-pantry.html

**Office of Student Life**
https://www.ccri.edu/osl

**Office of Opportunity and Outreach**
https://www.ccri.edu/opportunity

**Academic and Career Paths**
https://www.ccri.edu/pathways

**Library**
https://www.ccri.edu/library

**Bookstore**
http://www.ccri.edu/bookstore/
Student Success Center
https://www.ccri.edu/success

The Writing Center
https://www.ccri.edu/writingcenter

Phi Theta Kappa
https://www.ccri.edu/ptk

Honors Program
https://www.ccri.edu/honors/

Independent Study Program
https://www.ccri.edu/dean-as/indstudy.html

Online Learning
https://www.ccri.edu/distance

Study Abroad Program
https://www.ccri.edu/studyabroad/

Career Services
https://www.ccri.edu/careerservices/index.html

Jobs and Internships
https://www.ccri.edu/careerservices/jobs/index.html

Division of Workforce Partnerships
https://www.ccri.edu/workforce/index.html

CCRI Student Handbook
https://www.ccri.edu/advising/new_students/student_handbook/index.html
CCRI resources for student success
Facilitated by Lisa Ethier

- Put emergency number (X 2000) on syllabus. Get the top!
- Remind students to know where exits are (closest to their classroom).
- Marketing - create a web page of student resources.
- Food Bank
- Peer Tutoring
- Honors Program
- Honor Society
- Academic and Career Paths
- Military/Veterans
6 Ideas for Making the Most of the First Day

1. **Send students a welcome email** that includes the syllabus *before* the first day. While not everyone will check their email before the start of the semester, doing so promotes communication, orients students to your discipline, and provides students with the opportunity to review objectives, deadlines, and policies. This may also minimize first day jitters and help students feel prepared and organized for the semester.

2. **Share your passion and enthusiasm for teaching your discipline.** Tell students why you love your area of specialization, what you enjoy most about teaching, and why you think they will appreciate about the course content.

3. **Cover the syllabus.** This may seem like a monotonous exercise, but it is an important opportunity to highlight expectations for behavior, course policies, and broad topics. Use positive language to describe policies. Allow students to ask questions. Asking, “What questions do you have?” tends to produce more questions than asking, “Do you have any questions?” For an alternative perspective on reviewing the syllabus during the first day, see Wieman (2014).

4. **Focus on simple ways for students to achieve success in your course.** Students may feel overwhelmed with the demands of college, but it is important to remind them that success is possible and they can accomplish their goals with the appropriate strategies (e.g. make recommendations for effective ways to study or read the textbook).

5. **Establish a dialogue.** Ask students what topics are they most excited or curious to learn about in the course. As they share their interests, provide students with a bit of information about the topic. Remember, this is a day for students to learn something about your area of expertise!

6. **End the first session with a thought-provoking question** that is controversial/interesting and relevant to your discipline. Provide a few minutes for students to record a response. Then have an exchange that highlights the multiple responses and ideas that were generated. As you wrap up the discussion, suggest that students ask their friends and family members the question.
Reference


Additional Resources


We would love to hear from you! Please take the TLC survey by scanning the QR code above.
Making the most of your first day of class
Facilitated by Amanda Vanner

- Informal contract
- Ice breaking activity first
- Syllabus last
- Name tags
- Puns
- Syllabus quiz
- Rec. interview (teacher interview)
- Students make rules
- Secret are syllabus rules
- PPT correct poison Pretzels!
At CCRI, we have students coming from a variety of backgrounds (e.g., high school students, fresh out of high school students, returning students, etc.) who have had exposure to varying levels of college preparation. In my own experience, students often report that their primary form of studying involves re-reading/re-writing notes and highlighting. One way to potentially improve student performance in your course is to consider incorporating a discussion about study strategies early in the semester.

Questions for Idea Exchange Discussion
- Do you discuss study strategies with your students?
- If so, what techniques do students primarily report using?
- How/When do you discuss study strategies with your students?
- What are some barriers that get in the way of such a discussion?

How I Discuss Study Strategies in my Own Classroom

In my General Psychology course, I begin with having students listen to the Learning Scientists (March 7, 2018) podcast episode on spaced practice and retrieval practice prior to our discussion outside of the classroom.

Then I ask students the following questions in class:
- How do you study for tests? (open-ended)
- How long do you study for a test? (response options - less than a day, one day, two to three days, more than three days)
- How often do you review your notes in the weeks leading up to a test? (response options - every week, the week before the test, the day before the test, not at all)

After asking those questions, you can have a discussion about ways they study and what that looks like to get a sense of where students in your particular class fall.
- To assess whether they listened to the podcast or not (if important), you could ask, “Describe the two methods the authors suggested in the podcast.” on a piece of paper or with poll type software.
- What did you think of the suggestions they provided?
- Are you going to try any of them?
- What are the barriers to you using the suggestions they provided?

As a follow-up, you can suggest students listen to the Learning Scientists next episode geared at students about other study strategy techniques (Learning Scientists, March 21, 2018) but not necessarily
include it in your course discussion. For your own reference, Dunlosky, Rawson, Marsh, Nathan, and Willingham (2013) also offer a comprehensive review article on learning techniques of students.

**Types of Study Strategies to Discuss with your Students (The Learning Scientists, 2019)**

- Spaced Practice – Not studying all at once, spacing out study time
- Retrieval Practice – Bringing information to mind without class materials
- Elaboration – Try to explain ideas with detail
- Interleaving – Switching between ideas when studying
- Concrete Examples – Use specific examples to help understand ideas
- Dual Coding – Using words and visuals to help explain the same idea

**Suggestions for Students**

- Create a google calendar (or use outlook calendar through CCRI email) to get reminders about important course dates!
- Plan to review notes several times throughout the week. I always tell my students if your class meets on Mondays and Wednesdays, use these study techniques Tuesdays, Thursdays, and possibly Saturdays.
- Ideally, study for at least 30 minutes but I tell my students if you were not doing anything beforehand, then try for at least 10 minutes multiple times a week. This is something that can be accomplished between classes or prior to work.

**CCRI Resource**

CCRI’s Student Success Center (2019) offers study strategy workshops focused on study strategies, test taking, and time management. Another resource to offer to students!

**References**


TLC Idea Exchange - August 30, 2019, 1-3pm - Starting Your Semester
Incorporating Study Strategies in your Course – Justine N. Egan-Kunicki, Ph.D.
Incorporating study strategies into your course
Facilitated by Justine Egan-Kunicki

Study Strategies

Students struggle to study
-Time is a big factor
Suggest Spaced Practice & Retrieval Practice

Less about strategies, more about reflection!
Quality of time versus quantity of time studying!
Online learning can be rich with engaging interactions between students and instructors developing social presence. Here are 5 tips to help you start establishing a strong community right at the beginning of the semester. Implementing these tips will enable students to:

Know Who You Are

Setting the tone in your course is crucial in teaching online as you only get one chance to make a first impression. It is your carefully chosen communications that will achieve the goal of creating a welcoming and inclusive environment. The following Faculty Focus article, 11 Tips for Setting the Tone, is a great start before you beginning building your online course.

Using a variety of multimedia tools will help you establish your personality online, such as recording a welcome video, hosting an introductory Collaborate session, and posting an introduction with your photo. Creating a video is an optimal opportunity for learners to see your nonverbal communication and get a feel for your tone of voice. Some instructors are uncomfortable about filming themselves for an online lecture, but it is invaluable that the learners see and hear you.

Know You Care

Community is sometimes much harder to see right away in online courses. With a lack of teaching presence, students feel unconnected and unsatisfied. This can impact retention and completion rates for online courses. Rob Kelly wrote a great Faculty Focus article called "Creating a Sense of Instructor Presence in the Online Classroom." Kelly talks about how teacher presence touches on multiple domains of learning. Students build community from connections. Each time you reach out, another connection can potentially be created, thus building an interconnected community.

Recommended steps for building connections include the following:

- Send students an email with the syllabus attached at least 2 weeks prior to the beginning of the semester.
- Create an icebreaker discussion the first week in which students post an optional photo or video.
- Post and email announcements each week to keep students on track and feel a part of the course especially on weeks they’re doing individual work.
- Record a course tour for the 1st week of the course.

Know what the Course is About

Difficulty finding information in your course can impact students negatively. By breaking down your syllabus into manageable chunks helps learners access course description, contact info, due dates, policies or the grading schema quickly. Provide clear expectations for success, course policies, technology requirements, netiquette, accommodation policies, and links to student services on campus as part of your deconstructed syllabus. Use text items in Blackboard to organize the information in a logical arrangement. For more ideas on the deconstructed syllabus, read Simunich, Robins and Kelly’s work on “The Impact of Findability on Student Motivation, Self-Efficacy, and Perceptions of Online Course Quality.”

Remember to also have a printable, accessible PDF or HTML syllabus available for students to download.
5 Tips for Kicking Off a Successful Online Course

Know Explicitly What to Do to Succeed

In an online environment, it is critical that students understand upfront what they need to do to succeed in the course. Students need to understand why and how they will be achieving the course outcomes. Adult learners perform better and are engaged more when they understand the why and how of a course. Check out the Faculty Focus article “Why Do I Need to Know This?” to learn more. An effective way to share this information is to add a course overview video about why this course is important in the overall program, how it connects with other courses, and how it pertains to real-world application.

In addition, students need to understand how they will be demonstrating mastery of the course outcomes and what are the various time commitments and activities involved. Talk to students about the types of activities that will occur within the course. Will the course require a semester project, group project or clinical work? Show the students an example of what you expect them to do throughout the week. Give them a typical example of how you believe they should be spending their time.

Know Each Other

A core role of an online instructor is as a facilitator of the learning experience. A large part of that experience is building a collaborative community for and with the students. A sense of community and interactions with various peers will help promote a sense of engagement. Activities that you can include in the first week of the course are;

- **Ice breakers** – these activities allow the student to share who they are with each other. Make it optional to post video or an image in a discussion board, encourage them by going first and demonstrate what you would like to see. One option is to ask the students what they think they will achieve in this course and how it applies to their overall professional goals. Keep the tone of the discussion casual and welcoming.

- **Getting started activities** – these activities help you establish the basics of the course, like the syllabus, or expectations. Pair the students up and provide a syllabus scavenger hunt in the form of an assignment or quiz.

- **Netiquette** – ask the students to build their netiquette policy together at an optional web conference session the first week. Engaging students in their learning directly builds a sense of ownership and community. Ask them what is acceptable behavior for discussions and group work. Compare what they come up with the syllabus policy.

- **Welcome Session** – offer an optional web conferencing session during the first week. Sharing video and audio will help the group get to know each other. Web conferencing builds community quickly. Help students feel safe by sharing your professional history and why you care about this course so much, show them examples of application in the real-world and share occupations where the skills are used. Not only does the session build community it will help students understand why they need to take the course which is key to engagement.

For more information about building community in your course, read the Faculty Focus article Balancing Act: Managing Instructor Presence and Workload When Creating an Interactive Community of Learners.
How to start an online learning class well
Facilitated by Mish McIntyre and Karen Bellnier

Online Students Know 1 campus? Y/N
- Might be returning or from elsewhere for professional growth
- Might be from another school
  - More in summer
  - Need on-boarding
- Might be adding ONLINE to existing schedule

Services
  - Understanding Bb
  - Access to email/CCRI login

Optional Web Conference Req'd in:
  - Perhaps not available/accessible to all?
  - Not required but VERY helpful
  - Adds connection
  - Adds Presence
  - What you do in the session matter
What can the CCRI Library do for YOU?

THE CCRI LIBRARY SUPPORTS YOU AND YOUR STUDENTS!

The CCRI Library has locations at all four campuses with 13 librarians available to assist you and your students.

As a full partner in the educational experience, the CCRI library provides materials, resources, and services which support the curriculum, enhance teaching and learning, and encourage independent and lifelong learning. The library fosters information literacy and critical thinking skills, collaborative learning, and intellectual development. The library offers a welcoming environment and a commitment to support the diverse cultural and intellectual interests of both the college and the local communities.

ONLINE CATALOG AND DATABASES

The Community College of Rhode Island Library provides a welcoming environment for individual and collaborative learning.

The CCRI Library has a location on each campus with access to print and online books, journals, and other resources.

Our catalog and databases can be accessed on campus -- or off campus. Go to: http://www.ccri.edu/library to access the library homepage.

The search box on the library homepage is used to find books, movies, and periodicals available at the CCRI Library. You can also expand your search to see items that are owned by the HELIN member libraries (RIC, Salve, RWU, Wheaton, JWU, and PC).

We currently subscribe to over 120 different databases. These databases contain the majority of the journal content to which CCRI subscribes. The majority of these databases are accessible off-campus by entering your CCRI username and password when prompted. Click on the ARTICLES & DATABASES tab above the search box on the library homepage to see the complete list of databases to which you and your students have access.
“Most important, the partnership between the librarian and faculty member starts with development of the curriculum, then the assignment, and continuing well past the library session to mentoring of students throughout the course” (Kenedy and Monty, 2008).

**SET YOUR STUDENTS UP FOR SUCCESS!**

Do you assign your students a research paper or project?  
Do you want your students to think critically/improve their critical thinking skills?  
Do you want to see better results on course assignments?  
Do you want to help your students succeed in your class, and beyond?

If you answered “Yes!” to any of these questions, library instruction sessions are the tool you need!

**LIBRARY INSTRUCTION SESSIONS**

Librarians are available at each CCRI campus to provide library instruction sessions. We are even able to customize the session to meet the specific needs of you and your students such as:

- Assisting with assignment development
- Database/catalog searching
- Citation resources and how to avoid plagiarizing
- Evaluating resources for Timeliness, Relevancy, Authority, Accuracy, and Purpose
- Searching as strategic exploration
- Research as inquiry
- And much more!

Instruction sessions are successful when:

- The instructor is present for the session
- Students have an assignment and topic in mind
- Instruction requests are made at least one week in advance to allow time for the librarian to prepare and customize the session to fit your class

Even if your class does not include a research component, bringing them to the library for a librarian-led orientation session is a great way to ensure your students know about valuable resources available to them.

To schedule a library instruction session or a library orientation for your class:

- Complete the Instruction Request Form on the Library website for the appropriate campus:  [http://www.ccri.edu/library/faculty/instruction.html](http://www.ccri.edu/library/faculty/instruction.html)
- Or, contact the Instruction Coordinator at the appropriate campus by phone or email:  [https://libguides.ccri.edu/ld.php?content_id=43795448](https://libguides.ccri.edu/ld.php?content_id=43795448)

**Evidence**

Studies have shown that academic libraries and instruction sessions provided by librarians are a key factor to student success in multiple ways:

- Higher retention rates
- Higher GPA
- More credit hours per-year successfully completed
- More confident in their academic abilities
- Improved general education outcomes
- Improved achievement on course assignments.
CREATING EFFECTIVE LIBRARY ASSIGNMENTS

1. Please check to see whether the library has the resources your students will need. The library has a limited budget and may not have the resources you expect. To see if the library has a specific resource, check the Library Catalog by using the search box on the library homepage (http://www.ccri.edu/library) or contact a reference librarian.

2. Assume that students are NOT familiar with the library. A surprising number of students have never visited the library. Most will need guidance to complete research assignments. You may want to schedule a Library Instruction session for your students and discuss the assignment in advance with the librarian. We will tailor the presentation to your students' needs and give them an opportunity for hands-on research.

3. Consult with a CCRI reference librarian before making the assignment. A reference librarian can advise you of the availability of library resources, suggest appropriate resources, and point out potential problems with the assignment. If you anticipate a number of your students coming to the library and asking questions, please leave a copy of your assignment at the Reference Desk in advance so that we will be familiar with it by the time your students come in.

4. Avoid the “mob scene”. Dozens of students trying to use one book or article or trying to locate the same piece of information usually leads to misplacement, loss, or mutilation of library materials. Please place material on Reserve when appropriate or notify the reference librarians ahead of time about an assignment requiring a specific source.

5. Avoid scavenger hunts. Searching for obscure facts is frustrating for students and teaches them very little, if anything, about doing research.

6. Avoid telling students NOT to ask for help. Libraries are complex institutions, and each one a bit different from the next. It is expected that students will need assistance, and CCRI librarians are trained and happy to provide that assistance.

7. Please avoid arbitrary restrictions on sources students can use. For example, telling students to find periodical articles — but not to use the Internet — would prohibit the use of some of the most important periodical indexes, many of which are only available online.

LIBRARY LIAISONS

Art
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333-7076

Allied Health
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OER STATISTICS
Florida Virtual Campus
2016 Student Textbook & Course Materials Study
Of 22,000 public college and university students surveyed it was found that:
- 66.6% did not purchase a required text
- 47.6% of students took fewer courses
- 45.5% did not register for a course
- 37.6% earned a lower grade because they did not purchase the required text
- 19.8% failed a course because they did not purchase a required text

OER at CCRI
The average CCRI student spends over $500 each semester on textbooks.
In Spring semester 2017, 6 professors saved 142 students over $12,000 by using OER in their classrooms.
At the end of the spring 2019 semester, 3359 students have saved over $350,000 through the efforts of faculty using OER.

OPEN EDUCATION RESOURCES
In September 2016, Governor Gina Raimondo announced the Rhode Island Open Textbook Initiative, with the goal of saving students $5 million over 5 years.
CCRI is among seven institutions of higher education in Rhode Island that are participating in this initiative.

Why use OER?
Overcome the educational gap and foster educational justice.
Ensure all students have equal access to educational technology.
OER may ultimately be the genuine equalizer for education and for empowering social inclusion in a pluralistic, multicultural, and imperfect world.

RESERVES
Another great way to help your students save money and ensure they have access to the material they need for class, is by putting course materials on reserve in the library.
Place a copy of your class textbook and/or supplemental materials on reserve at the circulation desk. Items can be reserved for 3 hours In-Library Use only, Overnight, 3 Day, 1 Week, 3 Weeks, or Semester loan.
Reserves are available at each CCRI campus. Items generally stay on reserve for the upcoming semester, but accommodations can be made for most time frames requested. To complete a reserve request, simply fill out the Reserve Request Form found on the Library’s website under the For Faculty, Library Link and submit the form to the circulation desk where the item should be placed on reserve. See the circulation desk for more information.

LAPTOPS AND IPADS
All campus libraries have laptops that students can borrow for academic or personal use during library hours. All campuses except the Newport campus have iPads available for checkout as well.
Any CCRI student with a library account can visit the library circulation desks and check out a laptop or iPad for up to three hours. The computers are equipped with the full Microsoft Office suite and provide Internet access. Students should bring a USB flash drive if they want to save their work. iPads are preloaded with useful applications and can access the wireless Internet.
CCRI students, staff and faculty that are in good standing can borrow designated iPads for three days at the Knight Campus. Overnight devices are first-come, first-served and cannot be reserved ahead of time. Patrons who check out a device to be taken out of the library, need to return the device to the Knight Campus during the library’s operating hours. Please ask at the circulation desk for more information about overnight technology checkouts.
Students are not allowed to remove 3-hour laptops or iPads from the library but, otherwise, there are no restrictions; students are free to use them for anything from writing an essay to updating their Facebook pages.
RESEARCH GUIDES

CCRI Librarians have created many research guides to help direct your students to the resources and materials they need to be successful in their classes at CCRI. Many of these guides are course or subject specific, but several are great resources that can be incorporated into any class.

Check out these great research guides:

Citation Help: https://libguides.ccri.edu/citationhelp
Evaluating Information: https://libguides.ccri.edu/EvaluatingInformation
Information Literacy: https://libguides.ccri.edu/infolit

Are you interested in having a Research Guide created for your class or a specific assignment? Speak with a librarian at your campus today.

“Use, even once, of library databases, print collections, electronic journals, and computer workstations were positively correlated with GPA and retention” For every additional time that students engaged in these behaviors, students demonstrated an associated increase in GPA and retention” (Murray, et al. 2016).

LIBRARY COURSES

The CCRI Library offers two for-credit courses for students. Both are transferrable to RIC and URI as electives!

LRCT 1010 (1 Credit)
Students will:

✦ Learn how to find the books you need
✦ Learn how to find scholarly/reviewed articles
✦ Learn how to find reliable websites
✦ Learn about the ethical use of information
✦ Learn how to create a bibliography in MLA or APA format

LRCT 1015 (3 Credit)
In addition to the skills covered in LRCT 1010, students will also learn more advanced information literacy skills such as:

✦ Advanced search techniques
✦ Evaluation of resources
✦ Understand ethical issues associated with research and information sources

The skills learned can be easily applied to course work as well as personal and professional research projects.
COMMUNITY COLLEGE OF RHODE ISLAND LIBRARY

Fall and Spring Semester Hours
Warwick, Flanagan, and Newport:
Mon.—Thurs. 8:00am-8:00pm
Friday 8:00am-4:00pm
Saturday 10:00am-2:00pm
Sunday CLOSED

Providence:
Monday—Friday 8:00am-8:00pm
Saturday 8:00am-4:00pm
Sunday 8:30am-12:30pm

The CCRI Library is closed on holidays.

ADDITIONAL INFORMATION

Cathy Poirier
Interim Dean of Learning Resources
Tel: 401-825-2233
cpoirier@ccri.edu

Jim Salisbury
Department Chair
jfsalisbury@ccri.edu

Flanagan Campus
Circulation: 401-333-7425
Reference: 401-333-7054

Knight Campus
Circulation: 401-825-2214
Reference: 401-825-2215

Liston Campus
Circulation: 401-455-6678
Reference: 401-455-6530

Newport Campus
Circulation: 401-831-1666
Reference: 401-831-1668

Library Card
Your CCRI ID serves as your library card, once you have it activated.
Activate your ID at the Library Circulation Desk and reactivate it each year.
Use your activated card to borrow material from the HELIN member libraries.
You also need your ID to print and photocopy in the library.

My Library Account
Set a password for your My Library Account so you can request and renew library items.

Works Cited


Better as interactive Experience
Class timing - after midterms
Physical space / intimidating
Google Scholar
Scheduling is hard
Discerning good from bad
Research in Class
  Tailored to specific class
  - Finding Resources
  - Bring a topic
  - Hands on Research

Sample Articles Library/Resource w/ characteristics Access