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Ithaka S+R: Supporting the Changing Practices of Teaching in Business Grand Valley State University

October 2019

Full Report



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Introduction

In the Fall of 2018, Grand Valley State University (GVSU) joined twelve other institutions to participate in an Ithaka S+R study to understand the pedagogical support needs of business school faculty. Each participating institution served as a research site with a local team of researchers. Participants completed a two-day training session focusing on the project's methodology and data collection, and then interviewed faculty in order to produce a report on their findings. Interview questions centered on pedagogical support, technology in the classroom, and the use of course materials. This report will outline the methodology, findings, and recommendations for instructional faculty, librarians, and administrators.

GVSU is a comprehensive public university with its main campuses in Allendale and Grand Rapids, Michigan. Classes are also offered at satellite campuses located in Holland, Traverse City, Muskegon, and Detroit, Michigan. At the time of this study, the Seidman College of Business had 100 full-time faculty, 4,090 undergraduate students, and 273 graduate students. They offer undergraduate degrees in Accounting, Management, Economics, Finance, and Marketing. Graduate programs include a Master's in Business Administration and a Master's of Science in Accounting. The college is AACSB International accredited, including a separate Accounting accreditation. Located in its own, LEED-certified building in downtown Grand Rapids, the college is situated near local businesses who partner with GVSU faculty to provide real-world perspectives through guest lectures, internships, and programming.

Methodology

Participants were recruited via email, over the telephone, and in person. The researchers started by sending a generic blanket email request for participation across the college of business (See appendix A). Uptake on that initial message resulted in only one or two volunteer subjects. Personalized follow-up emails were sent inviting participation to recruit more volunteers. In total, twenty personalized email invitations were sent. Participation solicitations were also made in-person at two college-level faculty learning communities. Eventually researchers began cold calling faculty on the telephone, recruiting more participants, and ultimately employed a snowball sampling methodology. The researchers identified ten interested subjects and conducted eight semi-structured interviews. One interview transcript was lost due to a recording error.

Once participants agreed to an interview, they were scheduled for a one-hour meeting with one of the researchers. Interviews were collected from January 10 to March 1, 2019. The interviews were audio-recorded, and were transcribed cooperatively in-house by full-time library operations staff and student employees. The interview questions were developed by Ithaka S+R and focused on three areas: pedagogical support, technology in the classroom, and course materials.

Qualitative analysis was conducted using Google Docs online word processing software. Two researchers separately coded the transcripts, applying open coding to all seven of the final transcripts. After these independent reviews the two coders met to select four core themes and six sub-themes (See appendix B). The transcripts were then split into two groups for coding of the identified themes: a group of three transcripts and a group of four transcripts. Each coder was assigned a group of transcripts to apply the entire coding schema to identify and collocate evidence for analysis in order to determine findings and form recommendations.

The study was submitted to the Grand Valley State Institutional Review Board and the project was exempted from the need for formal approval by the local Human Research Review Committee (HRRC).

Table 1. Distribution of Interview Participants

| Teaching Focus | Assistant Professor | Associate Professor | Full Professor | Affiliate or Adjunct Professor | Total (n) |
|----------------------------|---------------------|---------------------|----------------|--------------------------------|-----------|
| Finance and Economics | 0 | 1 | 0 | 0 | 1 |
| Management | 1 | 0 | 1 | 2 | 4 |
| Marketing & Communications | 0 | 2 | 0 | 0 | 2 |
| Total (n) | 1 | 3 | 1 | 2 | |

Findings

Students are changing

Attention Span

Across the board, participants notice a perceived shift in students' attention spans, their understanding and application of plagiarism and intellectual property, and an overall lack of initiative to complete assigned readings. Students rely more on grading rubrics and clear assessment guides for their assignments. They have a strong desire to know how their instructor will grade an assignment and where they should direct their efforts: "If it's not in a formal rubric, they don't know how to take information that's given to them verbally or on the screen and apply that in their own words."

To address the shift in student attention, faculty are changing their approach to teaching, shortening the length of lectures and diversifying their lesson plans to include more small group discussions that lead to larger, think-pair-share style activities that build in time for reflection (think), small group discussion (pair), and whole class synthesis (share). Faculty are constantly striving for student engagement with the course content, diversifying the modes of instruction to include videos and their own lectures and activities; "It's bouncing between discussion and lecture and video and responsivity and moving on so that the class stays engaged." Video use was so prevalent that it warranted its own coding entry and is explored in more depth below.

Business problems are complex and typically do not have single solutions or straightforward answers. This complexity can be frustrating for students because they want a clear understanding of how much time will be needed to complete their coursework. Faculty provide students with frameworks and theories, principles, case studies, and resources, and ask them to use these tools to craft their own innovative solutions to problems. They notice an increased level of engagement with the course material when students ask questions, particularly when they ask in front of their peers, "I find that once they start asking questions they become more engaged with the material itself." Yet students hesitate to ask questions and display a noticeable lack of initiative towards solving problems. Participants describe seeing an increased desire for a one-step solution: finding one correct answer with one query. "I've even had a student say in one of my evaluations "(interviewed faculty's name) teaches us, gives us the tools that we're supposed to use, and then expects us to find the answer but it's not really our job to find the answer. He's supposed to teach us how to do it."

Plagiarism

Students' perceptions of plagiarism and intellectual property are also changing. Instant results and information sharing are second nature in an environment where information is a click away and students are looking for quick answers. Often students do not know who created the information they are sharing. "They live in a sharing kind of world. I don't think they really grasp the importance of intellectual property and also the way in which they could be plagiarizing even when they think they're not."

This lack of awareness, concern, and effort given to attributing sources leads to a decrease in originality in their work and an increase in plagiarism. Faculty spend more time fact-checking coursework and chasing citations. Publishers like McGraw-Hill offer time-saving incentives to faculty, like turnkey quizzes and tests through their Connect platform, but students are finding workarounds via content-sharing websites like Quizlet. "For many students, if you give them a test, all they have to do is Google the first couple words of the sentence and they'll find the answer in Quizlet."

Students need more education around plagiarism and intellectual property. Understanding where information is coming from and how it is produced provides a baseline for reading comprehension. Faculty could spend less time fact-checking assignments if students had a better understanding of their information landscape.

Reading Completion

McGraw-Hill's courseware platform, Connect, supplements the publisher's textbooks with quizzes and tools for faculty. It is widely used in the business college. Faculty can track how long a student has reading material open, and several noted the short lengths of time they were seeing students apply to class preparation. Times reported by Connect were so short that faculty believe completing the reading was not possible, yet full credit was earned by the students for the comprehension quizzes at the end. "You're just answering the questions and there's no penalty for getting it wrong. It lets you go on until you get the question right and the feedback from my students was that's exactly what they were doing."

Products like McGraw-Hill's Connect are convenient and provide valuable supplementary materials to their textbooks, but they also include limitations. Along with the financial onus placed on students, these products come with an automatic incentive to use the associated textbook, limiting the faculty in their overall selection and removing options of alternative purchasing from students. In a time when libraries are trying to curb their reliance on commercial publishers and promote open access materials, this marketing strategy works in direct opposition to these efforts. The built-in quizzes and comprehension checks also allow students to gain credit without fully completing the assigned readings. A quick Google search for McGraw-Hill Connect auto-completes with "answers" and "quiz answers" among the top suggestions. Recent news around the potential McGraw-Hill Cengage merger highlights the concentrated publishing market and the inevitable likelihood of increased textbook prices in the future.¹

Faculty try various incentives to get their students to read more—even, in one case, offering to reimburse students for purchasing and completing a book—with little success. Making the time to complete reading assignments is not a priority for students, particularly when they can receive full credit without it. Shortcuts in preparatory reading lead to a lack of engagement in class and fail to cultivate strong study habits and lifelong learning skills.

¹ The Chronicle of Higher Education. (2019). Planned merger of Cengage and McGraw-Hill could remake college-textbook market. Retrieved from <https://www.chronicle.com/article/Planned-Merger-of-Cengage-and/246224>

Peer Influence

The study found a healthy culture of mentoring—both formal and informal—and advice-seeking among peers in the business college faculty. It is common practice for faculty to seek ideas and inspiration from each other for course readings, assignments, discussion questions, and pedagogical approaches. This communication helps with both consistency and standardization across sections of the same course and keeps teaching skills current by sharing and using the best instructional practices at the institution. Faculty who teach different sections of the same course are getting together and comparing notes on where they see students struggling, while offering advice and tips to support learning. As one participant noted, “there are 4 or 5 people in my department who teach strategy. We talk to each other a lot and we say, ‘I’m having real trouble with this bit, how do you handle it?’ And that’s how we help each other.”

This trend of mentoring and sharing best practices also contributes to a culture of experimentation and innovation. Faculty in the college have different areas of expertise and experience. Many are former practitioners and some have taught at other institutions, so an organization that supports peer learning and a culture where it is comfortable to share and borrow is a recipe for success in both teaching and learning. The recommendations explore opportunities to build off this strong foundation.

One participant suggested a shared, online repository might be helpful for faculty teaching the same course. The site could house assignments, readings, discussion prompts, and other course materials, “so I can go in there and look at other people’s assignments and realize, “oh, so you’re asking those questions. I should probably be teaching that part of it too.”

Technology

Integrating technology into teaching practice appears consistently across all interviews. Participants describe incorporating online resources and learning tools into their instruction to varying degrees, both online and in the classroom. Although the level of integration varied, some level of technology integration was standard. The Seidman College of Business provides on-site technology support in various ways. There is a staffed digital studio for creating instructional videos, instructional designers available for consultations, and IT support for hardware and software needs. These services are extended through campus workshops that have successfully fostered a culture of technological literacy in instruction. Additionally, for the past several years, the business liaison librarian has held office hours in the building for consultations.

The use of Blackboard, the local course management software, in teaching practice was a baseline threshold of technology integration found consistently across the study. Blackboard use was described in teaching both in-person and hybrid classes with no mention of difficulty or anxiety. Faculty describe Blackboard as a technological hub of instruction activity. As one participant noted, “I basically run all my classes through Blackboard. Everything that I do is through Blackboard.”

The uses of Blackboard described in the interviews illustrated a wide variety of use cases. Business faculty describe using Blackboard for communicating with students, posting course content (including videos and readings), integrating with textbooks (McGraw-Hill Connect), submitting homework, and tracking student interaction with online course content via user analytics. Although faculty use Blackboard in a variety of ways, all report using the tool in at least some capacity.

Media Content Discovery and Integration

The widespread use of Blackboard, along with the aforementioned attempts at engaging the changing patterns of student attention, create specific technological needs to incorporate high-quality online video content. Many of the faculty incorporate videos in their online course content and lectures. Those videos include content found on YouTube, TedTalks on Ted.com, video lectures connected to specific textbook/course packages, library collections, and self-created content. Trends in the interviews revealed needs connected to locating, evaluating, and creating original content to implement within Blackboard or show in class, but little concern with actually incorporating videos in courses. Finding high-quality videos to incorporate into a class can take a significant investment of time, so participants end up using and reusing the same videos each semester.

One faculty member noted concerns about using freely available content, “if I’m a student paying tuition-why do I need to pay to look at YouTube.” This concern motivated the faculty member to create more self-authored video content. The creation of self-authored video content, especially for those with limited experience, can take up a lot of time, even when partnering with instructional designers and technology experts. However, with enough patience and practice, videos can be produced quickly and easily. Here again is where a shared online repository of course materials could come in handy for busy faculty.

Lightboard Videos

Multiple participants describe creating video content using the Lightboard, a technology that allows faculty to create videos where they lecture to students while drawing on an illuminated piece of glass while facing the viewer. The college of business houses a Lightboard studio with expert assistance located in the building’s lobby. Faculty can drop by or make an appointment to record a video lecture, usually between 5-7 minutes long, explaining and drawing while looking directly at the camera.

The Lightboard technology was reported as generally easy to use, creating videos that required minimal editing. One faculty member described their approach, “it’s just a matter of planning ahead and understanding how you’re going to use the technology to make the most of it.” Digital studio support staff provide planning documents, guidelines, and best practices on their website. This helps to streamline the process and provide some standards for recordings. The Lightboard is also visually appealing, making it look as if the presenter is writing on air.

The convenient location, on-hand production support, and overall ease-of-use contributes to its wide adoption in our local setting.

BlueScape Screens

Another specific technology, BlueScape, was mentioned by multiple participants as a tool that they implement into their in-person teaching. BlueScape is a large interactive touch screen mounted on the wall in two classrooms in the college of business’s home building. As with the Lightboard, the selection and implementation of the technology was made at the administrative level and access was convenient, factors that again facilitate adoption among participants. This factor is further discussed in the recommendations section as a best practice for university administrators.

Participants describe limitations of BlueScape due to the scarcity of classrooms with the technology and uncertainty about classroom assignment during the class-planning phases. Not knowing whether a course would be assigned to a room with a BlueScape Screen until relatively late in the planning process made it more challenging to use the technology to its highest level of effectiveness. Faculty also express concerns about the placement of the screens in the classroom, requiring students to twist around to view and interact with the dynamic screen.

Although at least minimal technology integration appears consistently in the college of business, the overall feelings towards the approach of technology-integrated learning remain varied. Participants fall across a spectrum of enthusiasm for technology use, from bleeding edge early adopters to those more uncertain about the time and energy required to make effective use of technological enhancements.

One participant expressed ambivalence with technology integration, stating, “sometimes I think that we get involved in so many bells and whistles and we lose sight of what’s really the core thing. The idea that I could jazz it up by doing all this stuff doesn’t really appeal to me.” Delivering core content to distracted students is resulting in more technology integration, however, and professional development is available for faculty to opt-in at their own volition. Required trainings could result in more consistent implementation across classes. This idea is explored further in the recommendations.

Data Privacy

Analytics

Overall the participants discussed analytics with a general sense of comfort and confidence. There was consistent understanding of what learning analytics were and how to locate them. Faculty described the benefits of the insights provided by the analytics. As mentioned above, the analytics from online tools were used to learn more about students’ interaction with online content in Blackboard and pre-class readings from online textbooks. The analytics provided through McGraw-Hill Connect, a feature of using a McGraw-Hill textbook, is described as useful in learning how long students engaged with the text in preparation for class. That information provides insights into how deeply or superficially students were interacting with assigned readings prior to classroom application. The perception that students are not reading course materials prior to class is largely informed by this data.

Similarly, faculty use the analytics built into Blackboard to learn more about students’ online behavior in their interaction with course materials. One faculty member describes using the information to customize their teaching approach in a student-centered fashion, “So for example, a lot of them do the problem on the weekend, maybe have the material available before the weekend.” Faculty also describe the positive features of being able to see student progress on assignments.

When asked about student privacy regarding the collection of these analytics, participants expressed an explicit lack of concern. One participant likens the collection of these analytics to generic tracking conducted throughout the larger world, where online behavior is already extensively observed and analyzed: “I know what Google is taking and what Apple is taking and what so many places out there are taking. They know everything. As such, it doesn’t necessarily bother me. I can’t think of any real privacy concerns that would happen with this that aren’t absolutely happening with Google and the Apple data.”

Another faculty member echoes this sentiment when asked about data privacy concerns, “it’s like, if I write it in an e-mail, I assume everybody can read it. So no.”

The belief that this data collection included minimal risk was also mentioned as a mitigating factor in the collection and use of this information. One participant reflected rhetorically, “Is someone going to take this information that you offered in a class to harm your employability or your reputation or something? I don’t really see that as an issue.”

Recommendations

For Faculty

Continued collaboration

While the interviews indicate that a strong culture of collaboration already thrives in the college, we recommend to continue sharing their lesson plans and teaching approaches. Room for improvement lies in cultivating the existing culture with more systematic intention and regularity. This culture could be supported by a more formal approach, with learning circles or designated time during departmental meetings. Sharing ideas and offering perspective adds consistency to the curriculum and could help clarify student expectations working with multiple instructors.

Asynchronous collaborations could be fostered by technology: a shared repository would be great, but even providing access to others' course management sites is a good practice to inspire ideas and teaching methods. The idea, mentioned in the findings, about an online repository of teaching materials like assignments, readings, and discussion prompts could provide point-of-need value to faculty. The self-serve online format could benefit them regardless of physical location and provide access to affiliate faculty that may be on campus for limited periods. A lower-barrier means of asynchronous collaboration would be a standard practice of providing access to others' course management sites could inspire innovative ideas and impact teaching methods. This standard sharing would require minimal work as opposed to the need to actively locate and upload teaching materials to a repository.

Some participants noted a desire for a more structured peer observation process. Currently peer mentoring is available upon request rather than standard practice, so it requires initiative (and time) to make it happen. The mutual benefit of peer observation was noted by several participants, particularly for junior faculty on the tenure track, "it would be helpful to see what other people are doing, you know, in my field around similar topics."

Formalize technology mentorships

In response to the varied level of engagement and enthusiasm with instructional technology discussed earlier, formal technology mentorships could contribute to more consistent integration across the curriculum, and ultimately deliver a more standardized, technology-enriched curriculum across departments. Currently the college has technology champions who lead faculty learning circles for interested faculty colleagues. A standard approach that requires participation in instructional technology training would provide more systematic technology mentorship amongst instructional faculty, and would result in more consistent exposure to technology-enriched teaching and learning practices.

Make explicit expectations for the role of the student and the role of the faculty

Faculty should provide clear expectations for the course, including estimated time for assignments and grading rubrics. Students should have a good understanding of the role of the faculty instructor--someone who cultivates and supports an accessible and equitable learning environment, rather than someone who just gives answers. These roles are often believed to be implicitly understood, but our findings demonstrate a lack of shared understanding between faculty and students. These expectations should be made explicit early in the class to avoid potential frustrations and overcome learning obstacles. This information should be easy to find

and available in several places, including the syllabus and the course website, but also addressed in person. This clarity would provide an inclusive best practice, not assuming any unspoken expectations of prior knowledge.

For Libraries

Providing information literacy support beyond locating and evaluating information

When librarians are familiar with a course's research requirements, they can more easily create supplementary learning materials (handouts, online learning modules, etc.) to directly support needs beyond information seeking and evaluation. To mitigate plagiarism and encourage critical thinking, librarians can partner with faculty to offer materials that integrate with course assignments. Librarians can adapt information literacy expertise to cover topics such as ethical use of others' intellectual property, data privacy, and reading comprehension. Librarians may need to explicitly market the connections between their expertise and skill set and the changing information needs of students to counteract entrenched ideas around the work of librarians and libraries.

Librarians might collaborate on assignment creation, serve as co-instructor in Blackboard sites, and assist with the grading of information use, among other approaches. Frequent intervention from a librarian can reinforce information literacy concepts within the context of the course and display transferability of information literacy skills beyond finding and locating a set number of peer-reviewed journal articles, demonstrating real-world applicability.

Librarians may also consider holding workshops and creating informational content on data ethics and privacy best practices for both faculty and student audiences as learning analytics become more prevalent with the inclusion of technology. Both students and faculty should be aware of the information being collected and shared when using instructional technology and provide options to limit the invasiveness of technology into their privacy. This introduction to data literacy will benefit all users as our society becomes increasingly driven by analytics.

Assistance locating high quality video snippets and additional course resources

Faculty reported high levels of satisfaction with the supplementary materials made available by textbook publishers. Faculty find the content to be both high quality and easy to locate. If the reliance on higher-cost supplementary textbook content is driven by time-strapped faculty, librarians could use this opportunity to partner with faculty to suggest alternatives like library-owned or subscribed video content or open-access course materials. The use of alternative resources can benefit both faculty and students in expanding the choice of textbook use that includes both lower-cost and open publishing options.

Even faculty not currently using textbook-provided supplements would likely appreciate such a service, as video integration was widely reported. Opportunities exist for librarians to locate high quality video resources, websites, and library guides that are relevant to the course and provide no or low additional costs to students. Partnering with librarians can result in increased class engagement with high-quality learning materials in different formats, as well as featuring new voices to foster inclusion and the principles of the universal design of learning. Bringing tools and resources to faculty is a great way to begin conversations about where students are struggling and how librarians can help, as well as educating colleagues about open educational resources and the barriers to education that traditional publishing models create.

Increase awareness of Open Educational Resources (OER) and Affordable Course Materials

As Open Education Resources are burgeoning librarians should develop their facility with OER examples and finding tools. Librarians should familiarize themselves with success stories and statistics of student cost savings to share in conversations with instructional faculty. Impactful, real-world stories make a strong and compelling impression. Librarians should be prepared with an elevator speech about the limitations of courseware packages like McGraw-Hill Connect as voiced in the reading comprehension findings and be able to offer comparable, high-quality alternatives like open textbooks, course packs, library-owned resources, and OER. A ready elevator pitch and working knowledge of OER options would provide open and/or affordable alternatives to expensive textbooks. Librarians are well poised to educate their faculty colleagues about the consolidated publishing industry while keeping abreast of trends in the open access arena, but specific scholarly communication expectations may need to be added into existing position descriptions for consistent application.

For Administrators

Reduce barriers to technology integration through onsite support and departmental decision making

Participants appreciated easy-to-access technology support, both the external support of McGraw-Hill's Connect team and the local instructional design and e-learning team. Both were mentioned several times as being helpful, responsive, and convenient to access. The current set up at the Seidman College of Business has resulted in increased confidence; the lack of anxiety in our interviews around the introduction of technology into classroom instruction notably illustrates the benefits of onsite support and collaboration.

Our findings also revealed that the most consistent use of technology adoption occurred when technology solutions were decided at the college level. Blackboard, Lightboard, and BlueScape were all implemented systematically. The reduction of choice could save time in exploring a wide range of available technologies and provide students with a more intuitive and consistent experience across instructors and courses. Administrators could proactively reach out to faculty to discover outstanding technology needs and recommend systematic adoption of a single tool across the college.

Facilitate peer-to-peer information sharing

In seeking more structure around peer observation practices and innovative pedagogies, faculty would benefit from having expanded onsite support from the Teaching and Learning Center or similar support office. Our findings demonstrated that the current on-site model employed at the Seidman College of Business has resulted in successfully high comfort levels with technology integration into the classroom and it could serve as a model for increased support across campus. Campus administrators could play a part in building online instructional repositories discussed in the faculty recommendations that could be used at individual colleges or to foster interdisciplinary cross-pollination of teaching and learning practices.

It is recommended that any support mechanisms be built to include affiliate, adjunct, and visiting faculty, along with tenure-track and tenured faculty. Ensuring teaching and learning support on all campuses of a multi-campus university fosters conversations and peer-learning opportunities that participants desire. Technological solutions for sharing learning objects, course materials, and teaching approaches--such as an online repository--could also foster more collaboration and dissemination of best practices and expand the conversation to include those with more limited access to campus.

Conclusion

Our study revealed a collaborative faculty well versed and comfortable with technology integration and simultaneously curious about, and responsive to, a student population that was perceived as markedly different from previous generations of students. Business faculty will want to continue to leverage their diversity of experience through peer-to-peer mentoring and knowledge sharing, a practice that would benefit from a consistently structured and intentional approach across all instructor classifications.

All participants expressed the importance of critical thinking skills and other information literacy concepts like authority, format, and intellectual property, but also addressed the challenges they face in trying to teach these concepts in class while keeping students engaged and managing assumptions about the roles and responsibilities of students and faculty. Technology, while consistently adopted, is viewed by some as a time-saving, engaging pedagogical tool, and others as a distracting barrier to course content. All participants agreed they have sufficient support for technology and demonstrated a stronger likelihood of adoption when that support was convenient to access. Opportunities exist for faculty, librarians, and administrators to collaborate and continue improving student learning during these times of change.

Providing support at the point of need and just-in-time is a common thread throughout all of these recommendations and will likely expand with the growth of online education. Student engagement and student success are dependent upon each other, so when a diverse student body comes with an equally diverse set of needs, they are provided with the various pathways available for help. It is possible to provide more access points to these wraparound services—technology, information literacy instruction, and pedagogical tools—by leveraging virtual technology solutions, however it's important to provide a foundation from where faculty can begin. Structured mentoring programs, embedded librarians, and onsite/real-time technology support should be in this foundation.

As the rate of technology evolution continues to accelerate and our students continue to change in response to the technology in their lives, it's important for faculty to maintain an awareness of the tools, trends, and issues that come along with this adaptation. When faculty intentionally modify their instructional practices and continue to reflect and iterate, students notice. Such efforts can have a large impact on student engagement and persistence. Librarians can be an active partner in this perpetual evolution by being the bridge between course content and the information literacy skills needed to contextualize it in the modern world.

Appendix A: Sample Email Invitation

[Subject] Tell us how you really feel! - Instruction Support Opportunity

Undergraduate Seidman College of Business Instructors:

Have you ever spent an evening grading assignments, dreaming of ways to magically make your students better writers or researchers? If you have one hour to spare between January 7th and March 1st, we can help make your dream come true!

What:

1-hour in-person interview

When:

Anytime between January 7th, 2019 and March 1st, 2019

Where:

GVSU Pew Campus or GVSU Allendale Campus

Why:

University Libraries and Seidman College of Business are partnering with Ithaka S+R on a research project to explore Business instructors' teaching processes. We'll take what we learn and develop resources and services at Grand Valley State University that support instructors' work. [Learn more...](#)

If you are interested in being interviewed...

Email [XXX and XXX](#) by December 7th, 2018 with your availability and/or questions.

Thank you from all of us!

Appendix B: Coding Scheme

Student are changing

- a. trends in attention span
- b. plagiarism
- c. reading completion

Peer influence

Technology

- a. Videos: Youtube, TED talks, incorporate videos
- b. light boards times
- c. bluescape

No privacy concerns