

FINAL REPORT
CELT SUMMER INSTRUCTIONAL DEVELOPMENT GRANT
Websites for At-Risk Populations
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This report addresses the outcome of the Summer Instructional Development Grant funded in Summer 2011 for the project entitled *Websites for At-Risk Populations*.

Project and Rationale

It has become appallingly clear that our technology has surpassed our humanity. – Albert Einstein

Students in Human Services tend to be focused on the human experience and, with regard to their ideal course material, would choose to exclude subject matter such as technology. While many of them use Internet social networking and cell phone texting, and all of them are required to complete a microcomputer course, they have not been involved very much in the use of technology in course assignments. This project was built on the human focus with which the students were already comfortable and melded technology to advance those skills. The project focused on a course assignment to develop websites (wikis) in a format that would communicate information about at-risk populations as though written for the public. It was intended that the students' use of technology would be experienced as connecting to purposeful real-life work through this project.

Products Resulting from Project Design

Besides instructions for the project, there were two types of products resulting from the project design. The first type of product was the evaluation tools for student use including the *Peer Review* form (Appendix A) and the *Final Peer Review* form (Appendix B). Students used the evaluation tool for their peer reviews. The website project was submitted in four phases. Reviews were required from every student each time the class submitted a phase. The second type of product was a set of rubrics used to grade the projects by the instructor. There are four rubrics, one for each of the four phases. (See Appendices C, D, E, and F for the rubric forms).

Learning Outcomes

Learning outcomes were measured using a questionnaire completed by the students at the end of the semester (See Appendix G). Students handwrote a portion of the answers and used a scantron form to respond to 15 items with a five-point scale. They were told that they did not have write their names on the questionnaires.

At the beginning of the semester, students were asked to write out information they already knew about the population they selected to study. At the end of the semester, the students were given a final evaluation form to complete along with what they had written at the

beginning of the semester. Items 4, 5, 6, and 7 in the questionnaire refer to the comparison between knowledge at the beginning and end. For item 4, a change across time occurred for 19 of the 21 students where they perceived themselves as better or significantly better at understanding the challenges faced by their at-risk population at the end of the semester. For item 5, students 18 of the 21 students thought they were better or significantly better at understanding how to assist their population. Of the 21 students, 18 believed they were better or significantly better at understanding how to advocate for their population (item 6). Laws related to their population were better or significantly better understood by 17 of the 21 students (item 7).

As noted in my proposal, I was also interested in the students' use of professional literature. At the beginning of the semester, I communicated my concerns that most websites related to at-risk populations are lacking in credibility because they don't reference sources of information, don't always use scholarly material, and base their assertions on clinical opinions. Approximately 75% of the students perceived an improvement in their comfort with the literature, how to use it and where to locate it (items 1, 2, and 3). 25% reported no change across time. There were several students in the class who had outstanding skills in research and writing papers, and they may comprise part or all of this 25%.

Finally, item 8, students rated the improvement in their skill in creating a wiki. The results indicated that 18 of 21 students thought they were better or significantly better at creating a wiki than at the beginning of the course. Three students perceived no change. It's unknown whether or not they already knew how to use wikis or believed that no skills developed over the semester.

Students are exposed to several new types of information introduced in this course. Information on the population Items 9 through 15 address the level of challenge faced by the students to handle this information. There were 15 of 21 students who viewed locating local organizations that provided services for their at-risk populations as neutral, not too challenging or not at all challenging. On the other end, finding laws related to their populations was the most challenging as indicated by fifteen students who found doing so challenging or very challenging. Understanding advocacy concepts provided the second greatest challenge with twelve students finding them challenging or very challenging.

The tables that follow on the next two pages contain the results of items 1-15 from the final evaluation form. Table 1, Evaluation of the Learning Experience, contains items 1 through 8. Table 2, Evaluation of Learning Challenges, contains items 9 through 15. For item 8, one student left the form blank. For item 15, another student left the form blank. Note that the scale anchors change after item 8. Please do not cite, quote or otherwise use information in the tables without permission from the author.

TABLE 1: Final Evaluation of Learning Experience (Items 1-8)

Rating → Item ↓	1 – Worse	2 – Slightly Worse	3 – No Change	4 – Better	5 – Significantly Better
1 – Comfort with Lit.	0	0	5	13	3
2 – How to use Lit.	0	0	6	11	4
3 – Where to locate Lit.	0	0	6	7	8
4 – Chall. faced by Pop.	0	0	2	4	15
5 – How to assist Pop.	0	0	3	7	11
6 – How to advocate	0	0	3	6	12
7 – Laws for Population	0	1	4	6	10
8 – How to create a wiki	0	0	3	7	11

Table 2: Evaluation of Learning Challenges (Items 9-15)

	1 – Not at all Challenging	2 – Not too challenging	3 – Neither Chall. nor Unchall.	4 – Challenging	5- Very Challenging
9 – At-risk concept	3	3	6	8	0
10 – Chall. for Pop.	1	5	6	8	0
11 – Laws	0	2	4	12	3
12 – Locating local organizations	1	10	5	5	0
13 – FAQs	2	5	4	7	2
14 – Appopr. Services	5	3	7	6	0
15- Advocacy Concepts	0	4	4	9	3

Difficulties and Discoveries

Students experienced occasional, yet persistent, barriers to accessing other students' wikis for the peer reviews. One student's wiki could not be accessed by other students and me. She would have to show it to me in the classroom (to prove that she had posted her work online) and then cut and paste it into a Word document and email it to me so that I could grade it and students could complete her peer reviews. For several other students, their wikis could be accessed sometimes and not others. I was not able to figure out how to resolve this problem. It caused frustration and delays for a handful of students each time a peer review was due.

For *me*, the practical management of the peer reviews and the amount of grading was an unexpected challenge. For example, I assigned students to their peer reviews and rotated the students to review different websites as the semester progressed. Doing so created much more work than I had anticipated. Not only did I have to determine the assignments, but I also

had to notify each student of their assignments and work out any barriers to access to the wikis. In addition, the time devoted to grading was enormous. Students were required to make revisions based on my feedback to them. Revisions for one phase were made and included with the next. My evaluation of the revisions required going back to each previous phase to ascertain whether or not the revisions had been made. In addition, I read each peer review as the reviewer was given a grade for completing it.

In addition, I had to revise some other aspects of the course by mid-semester in order to accommodate the project. For example, I could see the amount of work was too much in the time frame of the semester, and I eliminated two chapters of a textbook and one exam to ease the stress of students.

At the end of the semester, each student gave a ten minute tour of his/her website. In previous semesters, oral reports had been required which focused on the features of the population and advocacy methods, and they seemed uninspired. I looked forward to improved presentations that would reflect excitement in the websites. Although the wikis were interesting, most of the presentations remained relatively uninspired. More guidance in presenting will be added when the website project is used in the future.

Although students were asked to communicate to the public, I emphasized formal writing as it complies with the department's strategic plan, and I demanded that students meet standards for it. On the other hand, students found ways to bring a more common appeal to their websites with photos, graphics and links to outside information. Indeed, by the end of the semester most of the students had gone beyond the minimum requirements for number of photos/graphics.

There are implications for me as the instructor in the future use of this project. First, I'll have to determine what prevents a lack of access to certain wikis. Second, I'll need to explore other wiki sites that may allow common formatting such as indenting paragraphs. Blackboard Learn now has a wiki tool that will be included in my search for a better wiki. Third, group practice with the wikis should be increased. We spent about an hour initially, but I think a review session just before Phase I is due would be helpful. By then, students would have questions about their own developing work. Fourth, I'll revise the final assessment instrument to obtain views on improvement in writing skills. Fifth, I'll probably condense the material in the four phases resulting in three total phases. Relatedly, the number of peer reviews will be reduced. Sixth, I'll resolve the issues with access to the wikis. Seventh, I'll revise other aspects of the course to improve the balance of time allotted to the exams, readings, videos and the website project. Finally, I'll examine the impact of the peer reviews on the quality of the final wiki products as well as assess the students' views of improvement in writing skills.

Summary

I remain enthused about the website projects and will use the wikis and peer reviews again when I'm assigned to teach the course in Fall 2012. More information on the evaluation results can be obtained from the author.

APPENDIX A

HSRV 32000 - Form for Peer Review of Websites

Phase # _____

Name of Student _____

Please rate the items below using the five point scale here: (10 points for reviewer)

- 5 = Excellent
- 4 = Very good
- 3 = Average
- 2 = Below Average
- 1 = Not acceptable

- _____ 1. The purpose of the website is clear.
- _____ 2. The current website completes the assignment for this phase.
- _____ 3. The writing makes the information easy to understand.
- _____ 4. The information would probably be helpful to the public.
- _____ 5. The information is presented without personal bias.
- _____ 6. There is a lack of typos and grammatical errors.
- _____ 7. The information is properly cited and referenced.
- _____ 8. The website has visual appeal.
- _____ 9. The website has credibility.
- _____ 10. The organization of the website makes it easy to find things.

What are the strengths of this website so far? Please be specific. (10 points for reviewer)

What needs the most improvement? Please be specific. (10 points for reviewer)

What did you notice about this website that might influence the development of your own website? Please be specific. (10 points for reviewer)

Please provide any additional feedback not covered above as you wish. Use specific feedback. For example, you should say more than, "the website looks good" or "I didn't understand it." Specific feedback would be, "The website draws me in with its bright colors" OR "I was confused by the explanation of agency advocacy. The writing needs clarity especially in the second paragraph." (10 points for reviewer)

APPENDIX B

HSRV 32000 - Form for Peer Review of Websites

Phase # FINAL

Name of Student _____

Please rate the items below using the five point scale here: (10 points for reviewer)

- 5 = Excellent
- 4 = Very good
- 3 = Average
- 2 = Below Average
- 1 = Not acceptable

- _____ 1. The purpose of the website is clear.
- _____ 2. The current website completes the assignment for this phase.
- _____ 3. The writing makes the information easy to understand.
- _____ 4. The information would probably be helpful to the public.
- _____ 5. The information is presented without personal bias.
- _____ 6. There is a lack of typos and grammatical errors.
- _____ 7. The information is properly cited and referenced.
- _____ 8. The website has visual appeal.
- _____ 9. The website has credibility.
- _____ 10. The organization of the website makes it easy to find things.

What are three strengths of this final website? Please be specific. (10 points for reviewer)

What are two things from which the public might benefit the most from this website and why? Please be specific. (10 points for reviewer)

What did you notice about this website that might influence the development of your own website? Please be specific. (10 points for reviewer)

Please provide two additional points of feedback not covered above. Use specific feedback. For example, you should say more than, "the website looks good" or "I didn't understand it." Specific feedback would be, "The website draws me in with its bright colors" OR "I was confused by the explanation of agency advocacy. The writing needs clarity especially in the second paragraph." (10 points for reviewer)

APPENDIX C

HSRV 32000 – Case Methods – Challenges of At-Risk Population

Rubric for Website Project: **Phase I – 50 points total**

Criteria and Grade → Element ↓	A 46/50	B 42/50	C 38/50	D 34/50	F Below 34
<u>Literature Review</u> 700 words 5 Points Total	700 or more words (5 pts.)	650 – 700 words (4 pts.)	600 – 649 words (3 pts.)	550 – 599 words (2 pts.)	Below 550 words (1 pt.)
<u>Focused on the struggles/ issues/problem</u> 10 Points Total	The struggles/ issues/problems are the sole focus of the text. (9-10 pts.)	The struggles/ issues/problem are the focus with one to two exceptions. (7-8 pts.)	The struggles/ issues/problems are the focus with three to four exceptions. (5-6 pts.)	The struggles/ issues/problems are the focus with five to six exceptions. (3-4 pts.)	The struggles/ issues/problems are the focus with more than six exceptions. (1-2 pts.)
<u>Clarity</u> 10 Points Total	It takes one read-through to be well understood with confusion in one small area or no areas (9-10 pts.)	It takes one read-throughs to be well understood with confusion in one to two areas (7-8 pts.)	It takes two read-throughs to be well understood with confusion in three to four areas (5-6 pts.)	It takes three read-throughs to be well understood with confusion in more than four areas (3-4 pts.)	It is difficult to make any sense of the text despite numerous read-throughs (1-2 pts.)
<u>Good Writing</u> 10 Points Total	Proper spelling, sentence construction, & grammar – 2 mistakes can be made (9-10 pts.)	Proper spelling, sentence construction, & grammar – 3 mistakes can be made (7-8 pts.)	Proper spelling, sentence construction, & grammar – 4 mistakes can be made (5-6 pts.)	Proper spelling, sentence construction, & grammar – 4 mistakes can be made (3-4 pts.)	Proper spelling, sentence construction, & grammar – 5 mistakes can be made (1-2 pts.)

<u>Five Readings</u> From professional sources 5 Points Total	Uses five total professional resources that are from four journal articles and one book chapter (5 pts.)	Uses four total professional resources (4 pts.)	Uses three total professional resources (3 pts.)	Uses two total professional resources (2 pts.)	Uses one total professional resources (1 pt.)
<u>Citations and References</u> In APA Style 5 Points Total	No mistakes in APA style AND References are directly below the literature review (5 pts.)	Makes one mistakes in APA style AND References are directly below the literature review (4 pts.)	Makes two mistakes in APA style AND References are directly below the literature review (3 pts.)	Makes three mistakes in APA style AND References are directly below the literature review (2 pts.)	Makes four mistakes in APA style AND References are not directly below the literature review (1 pt.)
<u>Purpose of Website</u> 5 Points Total	The purpose is explained very well (5 pts.)	The purpose is explained well (4 pts.)	The purpose is explained somewhat well (3 pts.)	The purpose is not explained very well. (2 pts.)	The purpose is not evident or is totally absent (1 pts.)
<u>Photo or Graphic</u> 5 Points Total	Has one photo or graphic that is highly related to the theme of the website (5 pts.)	Has one photo or graphic that is very well related to the theme of the website (4 pts.)	Has one photo or graphic that is somewhat related to the theme of the website (3 pts.)	Has one photo or graphic that is minimally related to the theme of the website (2 pts.)	Has one photo or graphic that is not relevant to the theme of the website or has no photo or graphic (1 pt.)

APPENDIX D

HSRV 32000 – Case Methods - Laws and Human Service Organizations

Rubrics for Website Project: **Phase II – 50 points total**

Criteria and Grade →	A	B	C	D	F
Element ↓	46/50	42/50	38/50	34/50	Below 34
<u>Laws</u> 12.5 Points Total	There are three or more laws, and each is described in the student's own words. (11.5 – 12.5 pts.)	There are two laws, and each is described in the student's own words. (10.5 – 11.4 pts.)	There is one law, and it is described in the student's own words. (9.5 – 10.4 pts.)	There are one to three laws and none are described in the student's own words. (8.5 – 9.4 pts.)	There are no laws described. (0 – 8.4 pts.)
<u>Organizations</u> 12.5 Points Total	There are three or more organizations which have a description and a link to each organization's website. (11.5 – 12.5 pts.)	There are two or more organizations which have a description and a link to each organization's website. (10.5 – 11.4 pts.)	There is one organization which has a description and a link to each organization's website. (9.5 – 10.4 pts.)	There is only a website or link but not both. (8.5 – 9.4 pts.)	There are no websites or links. (0 – 8.4 pts.)
<u>Citations and References</u> In APA Style 12.5 Points Total	No mistakes in APA style AND References are directly below the literature review. (11.5 – 12.5 pts.)	Makes one mistake in APA style AND References are directly below the literature review. (10.5 – 11.4 pts.)	Makes two mistakes in APA style AND References are directly below the literature review. (9.5 – 10.4 pts.)	Makes three mistakes in APA style AND References are directly below the literature review (8.5 – 9.4 pts.)	Makes four or more mistakes in APA style AND References are not directly below the literature review. (0 – 8.4 pts.)

<u>Photo or Graphic</u> <u>12.5 Points Total</u>	Has one photo or graphic that is highly related to the theme of the website. (11.5 – 12.5 pts.)	Has one photo or graphic that is very well related to the theme of the website. (10.5 – 11.4 pts.)	Has one photo or graphic that is somewhat related to the theme of the website. (9.5 – 10.4 pts.)	Has one photo or graphic that is minimally related to the theme of the website. (8.5 – 9.4 pts.)	Has one photo or graphic that is not relevant to the theme of the website or has no photo or graphic. (0 – 8.4 pts.)

APPENDIX E

HSRV 32000 – Case Methods – Types of Services and Frequently Asked Questions

Rubric for Website Project: **Phase III – 50 points total**

Criteria and Grade →	A	B	C	D	F
Element ↓	46/50	42/50	38/50	34/50	Below 34
<u>Types of Services</u> 12.5 Points Total	Three or more types of services are listed and all are described. (11.5 -12.5 pts.)	Two types of services are listed and all are described. (10.5 – 11.4 pts.)	One type of services is listed and is described. (9.5 -10.4 pts.)	Services are listed but not described. (8.5 – 9.4 pts.)	Services are neither listed nor described. (0 – 8.4 pts.)
<u>Frequently Asked Questions</u> 12.5 Points Total	Three or more questions are posed and all are answered. (11.5 -12.5 pts.)	Two questions are posed and both are answered. (10.5 – 11.4 pts.)	One question is posed and is answered. (9.5 -10.4 pts.)	Questions are posed but none are answered. (8.5 – 9.4 pts.)	There is an absence of questions and an absence of answers. (0 – 8.4 pts.)
<u>Citations and References</u> In APA Style 12.5 Points Total	No mistakes in APA style AND References are directly below the literature review (11.5 - 12.5 pt.s)	Makes one mistakes in APA style AND References are directly below the literature review (10.5 – 11.4 pts.)	Makes two mistakes in APA style AND References are directly below the literature review (9.5 - 10.4 pts.)	Makes three mistakes in APA style AND References are directly below the literature review (8.5 – 9.4 pts.)	Makes four or more mistakes in APA style AND References are not directly below the literature review (0 – 8.4 pts.)
<u>Photo or Graphic</u> 12.5 Points Total	Has one photo or graphic that is highly related to the theme of the website. (11.5 - 12.5 pts.)	Has one photo or graphic that is very well related to the theme of the website. (10.5 – 11.4 pts.)	Has one photo or graphic that is somewhat related to the theme of the website. (9.5 – 10.4 pts.)	Has one photo or graphic that is minimally related to the theme of the website. (8.5 – 9.4 pts.)	Has one photo or graphic that is not relevant to the theme of the website or has no photo or graphic. (7.5 – 8.4 pts.)

APPENDIX F

HSRV 32000 – Case Methods – Types of Services

Rubric for Website Project: **Phase IV – 50 points total**

Criteria and Grade →	A	B	C	D	F
Element ↓	46/50	42/50	38/50	34/50	Below 34
<u>Includes all five elements:</u>					
1) <u>Identify problems of the pop. to be addressed.</u>	Well-addressed (5 pts.)	Adequately addressed (4 pts.)	Addressed but with gaps of information (3 pts.)	Lack of clear information on problems (2 pts.)	Absence of information on problems (0-1 pt.)
2) <u>Support need to address problem from literature.</u>	Well-addressed (5 pts.)	Adequately addressed (4 pts.)	Addressed but with gaps of information (3 pts.)	Lack of clear information on problems (2 pts.)	Absence of information on problems (0-1 pt.)
3) <u>Identify changes to be sought for the population.</u>	Well-addressed (5 pts.)	Adequately addressed (4 pts.)	Addressed but with gaps of information (3 pts.)	Lack of clear information on problems (2 pts.)	Absence of information on problems (0-1 pt.)
4) <u>Describe areas of advocacy (from one to four).</u>	Well-addressed (5 pts.)	Adequately addressed (4 pts.)	Addressed but with gaps of information (3 pts.)	Lack of clear information on problems (2 pts.)	Absence of information on problems (0-1 pt.)

<p>5) <u>Describe strategies for each area of advocacy.</u></p> <p>30 Total Points</p>	<p>Well-addressed (5 pts.)</p>	<p>Adequately addressed (4 pts.)</p>	<p>Addressed but with gaps of information (3 pts.)</p>	<p>Lack of clear information on problems (2 pts.)</p>	<p>Absence of information on problems (0-1 pts.)</p>
<p><u>700 words AND good writing</u></p> <p>10 Total Points</p>	<p>700 words AND Proper spelling, sentence construction, & grammar – 2 mistakes can be made (9-10 pts.)</p>	<p>650-700 words AND Proper spelling, sentence construction, & grammar – 3 mistakes can be made (7-8 pts.)</p>	<p>600-649 words AND Proper spelling, sentence construction, & grammar – 4 mistakes can be made (5-6 pts.)</p>	<p>550-599 words AND Proper spelling, sentence construction, & grammar – 4 mistakes can be made (3-4 pts.)</p>	<p>0-549 words AND Proper spelling, sentence construction, & grammar – 5 mistakes can be made (1-2 pts.)</p>
<p><u>Citations and References</u> In APA Style</p> <p>5 Points Total</p>	<p>No mistakes in APA style AND References are directly below the literature review (5 pts.)</p>	<p>Makes one mistakes in APA style AND References are directly below the literature review (4 pts.)</p>	<p>Makes two mistakes in APA style AND References are directly below the literature review (3 pts.)</p>	<p>Makes three mistakes in APA style AND References are directly below the literature review (2 pts.)</p>	<p>Makes four or more mistakes in APA style AND References are not directly below the literature review (0 – 1 pt.)</p>
<p><u>Photo or Graphic</u></p> <p>5 Points Total</p>	<p>Has one photo or graphic that is highly related to the theme of the site. (5 pts.)</p>	<p>Has one photo or graphic that is very well related to the theme of the site. (4 pts.)</p>	<p>Has one photo or graphic that is somewhat related to the theme of the site. (3 pts.)</p>	<p>Has one photo or graphic that is minimally related to the theme of the site. (2 pts.)</p>	<p>Has one photo/graphic not relevant to the theme or has no photo/graphic. (0-1 pts.)</p>

APPENDIX G

HSRV 32000 – Case Methods – Fall 2011

Evaluation of Website Project and Self in the Website Project

Part I. Learning Across Time

Using the scale presented below, respond to items 1 through 8 on the scantron form.

1 = Worse

2 = Slightly worse

3 = No change

4 = Better

5 = Significantly better

1. Compared to the beginning of the semester, my comfort with using professional literature is now _____.
2. Compared to the beginning of the semester, my understanding of how to use professional literature is now _____.
3. Compared to the beginning of the semester, my awareness of where to locate professional literature on my population is now _____.
4. Compared to the beginning of the semester, my understanding of the challenges faced by my at-risk population is now _____.
5. Compared to the beginning of the semester, my understanding of how to assist my at-risk population is now _____.
6. Compared to the beginning of the semester, my understanding of how to advocate for my at-risk population is now _____.
7. Compared to the beginning of the semester, my understanding of the laws for my population is now _____.
8. Compared to the beginning of the semester, my understanding of how to create a website for the public is now _____.

Part II. Learning Challenges

Using the scale below, assess the level of challenge with learning aspects of the website project for items 9 through 15. Use the scantron form.

1 = Not challenging at all.

2 = Not particularly challenging.

3 = Neither challenging nor not challenging.

4 = Challenging

5 = Very challenging

9. The at-risk concept
10. Challenges facing my population
11. Laws which apply to my at-risk population
12. Locating organizations in the area that could help my population
13. Creating frequently asked questions
14. Coming up with appropriate types of services for my population
15. Employing advocacy concepts and strategies

Question: Looking back, with what in the Website Project could you have used more help?

Part III. Technology

1. What was the easiest thing about using Wikispaces?
2. What was the most difficult thing about using Wikispaces?
3. Please make any comments you wish about using Wikispaces, including advice for the instructor.

Part IV. Self-Reflection

1. How did you determine the choice of information for each phase of the website?
2. Thinking about your website project as a whole, would the public need more information that the required phases didn't cover?
3. What have you learned about your at-risk population?
4. Thinking back over your website project, what about your work are you the most pleased?
5. Looking back over your website project, what would you have done differently?
6. In your own experience, what did you learn about the difference between writing from personal experience and writing from scholarly literature?
7. In your own experience with the project, what did you learn about distinguishing between information for professionals and information for the public?
8. Out of all the peer reviews you did, what stood out the most about the websites as a whole?
9. What are two or more things you learned from doing the peer reviews?