

GALE DIGITAL LEARNING HANDBOOK

HIGHER EDUCATION



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INTRODUCTION

Every day we are faced with an evolving, global educational landscape that impacts our ability to provide students with academic continuity in higher education. The COVID-19 crisis presented the world with an **astronomical shift** (DePietro 2020) in how we think about delivering a world-class education to students. No longer do students have the choice to participate in online courses, nor do instructors have the option to incorporate innovative teaching approaches. In one moment, instructors were called on to transfer their courses to an online modality, whether they were prepared or not.

In a study performed by Bay View Analytics (2020), 90% of faculty reported moving their courses online, with 97% of faculty reporting having no prior online teaching experience. By definition, online learning is “a form of distance education that uses computers and the internet as the delivery mechanism, with at least 80% of the course content delivered online,” (Allen & Seaman 2008; Shelton & Saltsman 2005).

It is essential to evaluate the reason why faculty today are still struggling with a full transition to online learning (even more, given the urgency). The answer is not much different from the challenges met by rising online learning integrative institutions in the early 2000s. Institutions are still perplexed by the particular differences between teaching online and face-to-face. It is vital to recognize that online learning requires a different type of pedagogy (Bernard et al. 2004). As a result, we must make accommodations for content delivery formats and curriculum development to create an engaging learning environment for students.

THE FUTURE OF ONLINE LEARNING: ACADEMIC CONTINUITY BEYOND COVID-19

We see a growing number of educational technology companies rising to the challenge to meet the demands of an online learning shift, with some filling an array of content gaps, and others prioritizing niche learning mechanisms that can supplement teaching tasks and processes. While these educational technology achievements are significant, institutions are facing a greater need for the implementation of products that solve not only concrete instructional problems but are simultaneously inclusive of viable integrations that solve learning and professional development gaps in course curriculum and training.

From the start, 39% of administrators stated a need for support in managing organizational change at their institutions (Bay View Analytics 2020), with 52% of faculty indicating that greater access to online digital materials would assist them in teaching online (ibid). Institutions and their faculty are not alone in their lack of confidence during the transition to online learning. In a study performed by Eduventures Research and Quality Matters (2020), 75% of students indicated they are not formally prepared to study virtually. Institutions across the United States, and beyond, are calling in their plans for the fall. According to a study conducted in April and May 2020 by *Library Journal* and Gale, a Cengage company, 39.3% of librarians reported that faculty would definitely maintain online learning components into the fall semester, and an additional 46% of librarians said that they will probably keep online learning components.

SECTION I: THE PRACTICAL GUIDE TO ONLINE LEARNING INTEGRATION

SUPPORTING FACULTY AND LIBRARIANS

Working in Tandem: Instructional Applications of Gale Resources

The purpose of this section is not exhaustive in its recommendations, but rather a jumping-off point to how librarians and faculty may integrate resources into a course framework as well as a source of inspiration. Let us first consider the following components to an online course. These components are the essentials, representing the best practices for instructional design while also attending a growing need for digital literacy instruction in higher education. It also extends to the overlapping capacity digital learners will need as they evolve in an environment that is increasingly steering toward online learning courses.

STEP 1: IDENTIFY YOUR LEARNING OBJECTIVES AND QUESTIONS.

Why do you do this? Well, you do this anyway! However, when teaching online, these questions add additional structure to how you can build learning modules with your learning management system (LMS).

Ask yourself: What do you want your students to learn?

- Learning Objective Example: Students will evaluate the events, attitudes, and behaviors that led to the Stonewall Riots and how these attributes culminated in becoming part of the LGBTQ movement in the 1960s.
- Learning Questions: Who were the key contributors to the Stonewall Riots? What were the pivotal events and developments that led to the riots? Why did the Stonewall Riots occur?



STEP 2: DETERMINE THE LEARNING NEEDS OF YOUR STUDENTS.

Why do you do this? Accessibility. It is a word you continue to hear and one you will become increasingly familiar with when you are in an online course modality. Having an “accessibility mindset” means that you make sure content is digestible and functional for all learners, including students with disabilities, and allows students to learn in different ways and with multiple perspectives.

Ask yourself: How will my students best engage with the content they need? What formats will reach the most students relative to my subject matter? Do any of my students require a customized plan that includes a different font, larger text, audiovisual materials, and so on, to provide more learning opportunities?



STEP 3: GATHER CONTENT AROUND LEARNING OBJECTIVES WITH YOUR CONTENT AND GALE RESOURCES.

Why do you do this? Your modules need a variety of content formats to engage your learners. You probably have some of this already, but you may need supplemental content, in a variety of formats, like graphics, images, and videos. Consider how long it takes students to read articles, watch videos, evaluate illustrations, and answer critical questions.

Ask yourself: What resources will support student learning? From what type of lens do I want my students to learn the subject matter from? Do multiple perspectives matter? How will the content I select align with the learning objectives for each module? How will the content provoke my students to think critically about the subject matter?





STEP 4: DEVELOP YOUR ONLINE ACTIVITIES.

Why do you do this? In this respect, online learning is not much different from face-to-face learning in a classroom or lecture hall. You are setting expectations for how the course will function and how you will provide effective interactions with, and among, your students. However, the process of developing activities is quite different when you transition to an online environment, especially when facilitating discussions and hands-on activities. It is essential to be mindful of how social interaction makes a difference in how your students will engage and critically think about the content you have crafted together.

Ask yourself: How will my students engage with learning objectives?

How do you do this? Start with your **questions**. Which activities would help facilitate critical thinking around your learning objectives and questions? Consider the following formats for activities:

- 1. Online Discussion** – Pose a question related to the objective in a given module. Allow students the opportunity to provide answers and then respond to each other's responses. Be sure to promote ongoing discussion in your grading rubric by giving points for feedback and responding to others.
- 2. Formative Assessment Questions** – Layer in some formative assessment questions that form a weekly reflection journal. Structure reflection responses with an overarching question to be answered. Ask students to relate it back to the content they read or could find. This not only provides you with the current status of student knowledge acquisition, but also reinforces the content you are, or could be, integrating into your course.
- 3. Group Inquiry Projects** – Have students come up with a question related to the course or objectives that interests them. To reinforce digital literacy skills, encourage students to search for their own content when attempting to answer their questions and require that they apply strategies that help evaluate this content. As an added challenge, ask students to find content ranging in formats such as graphics, text, and video.

STEP 5: BUILD YOUR ONLINE COURSE SYLLABUS.



Why do you do this? When you begin building your course, think of it like a story, or even a video game. Separate into modules that represent chapters or "levels" in a game, which contain embedded opportunities for recall and challenging critical-thinking activities. In doing this, students can remain engaged with the content that you have crafted.

Ask yourself: How will I create an online learning experience?

Bring it all together: Think of each module as including the following components that represent milestones in your course:

- "XXX Course: Online Summer 2022"
- Module 1: Subtopic or Sub-Course Objectives
- Learning Objectives
- Key Learning Questions
- Content Shopping List:
 - Three 15-minute chunked video lectures
 - 2–3 text documents (short form and long form)
 - 2 videos and graphics/illustrations
- Activity Shopping List:
 - 1 discussion topic (self-response and peer-to-peer response)
 - 1 weekly reflection with a formative assessment question
 - 1 completion of an inquiry-project component (summative assessment)

COURSE ACTIVITIES FOR ONLINE LEARNING

It can be challenging to maintain the same level of interactivity for online course activities that you would with an in-person course. It is crucial, however, to stress the importance of social presence in the success of your online course. As social constructivist and psychologist Lev Vygotsky stated, social presence is a critical element in the learning process (1978).

“Social presence is defined as the ability of participants in a community to project themselves, socially and emotionally, as real people through a medium of communication” (Garrison and Anderson 2003).

Below are some samples of how you can cultivate an effective discussion activity while also aligning with learning objectives, content, and engaging students.

Group Online Discussion with LMS



► Activity Format: Whole group, Discussion

► Total Points: 10

Timing: Students will have until the end of the week, 11:59 PM on Fridays, to complete all components of the discussion.

Learning Objective: In an inquiry-based dialogue, students will synthesize the information from their readings to provide a response that demonstrates evaluative skills of primary source and database materials. Students will also collaborate with peers to uncover new inferences about the topic.

Components: See the four steps indicated below.

STEP 1: Respond to the “driving question” within the discussion thread. Use quotes and information from the week’s readings to substantiate statements and use proper citing as needed.

Sample Driving Question: What prompted the Stonewall Riots in New York City, and how were they looked back on as a movement for LGBTQ rights?

STEP 2: Respond to the responses of 2–3 peers stating whether you agree or disagree and describe why in 1–2 sentences. Use two new citations from *Gale Primary Sources* or *Academic OneFile* that support the “why” of your responses.

STEP 3: Ask a peer one question about their reaction that will allow them to expand on their response as a response to you. Consider asking, “How do you think this impacted x, y & z?”

STEP 4: Respond to your peer’s question and use a citation to support your answer from one of the Gale resources available through your institution.

Individual Online Discussion with LMS



► Activity Format: Individual, Formative reflection

► Total Points: 5

Timing: Students will respond to the reflection question by 11:59 PM on Fridays.

Learning Objective: Students will evaluate and derive meaning from a primary source illustration and connect its significance to the content at hand. This reflection will synthesize learnings from other materials used throughout the week.

Components: Indicated below.

STEP 1: In your reflection thread, respond to the reflection question below in 4–5 sentences. Be sure to reference this week’s readings, along with 1–2 additional sources from Gale databases.

Sample Reflection Question: “What does the cartoon mean, and how is it a representation of the Stonewall Riots and their role in the development of LGBTQ rights?”

ASSESSMENT IN ONLINE LEARNING

We recognize that measurement and evaluation through effective assessment is a crucial component in determining whether your students have achieved the learning objectives you developed for your course. However, every subject area prioritizes assessment strategies in various ways.

In this handbook, we have provided open-ended, qualitative forms of assessment through discussion, reflection, and inquiry-based projects, including our products and examples that demonstrate the rigor and complexities that define the subject matter. The purpose of standing by these assessment formats is to align content and skills to achieve digital literacy.

It is recommended that the metrics by which you grade and evaluate these formats have an eye toward proficiency. This can manifest itself by recognizing qualitative efforts in identifying student deliverables of content refined with higher-order thinking skills. How do they analyze, evaluate, and create new ideas and pathways based on what they have read and synthesized from the content you created for your course?

An example of a rubric that represents these metrics, aligned with the achievement of a specific learning objective for each assessment, could be:

Criteria	Unacceptable	Acceptable	Target	Exemplary	Score
Logic and Organization					
Language					
Spelling and Grammar					
Development of Ideas					
Purpose/Meeting Objectives					

Conclusively, using a similar rubric along with a survey to students asking them to reflect on their confidence levels around the subject matter is a great way to evaluate the impact of the tools used, their performance, and their overall perspectives of the content.

SECTION II: LEARNING-DRIVEN PRODUCT DEVELOPMENT WITH GALE

FINDING TRUSTED ONLINE RESOURCES

There is some uncertainty of how, and under what terms, institutions will continue to incorporate online learning from this point forward. The need for educational technology tools that are fully inclusive of the best practices for teaching and learning has never been more needed. With 32% of faculty indicating that they “lowered the expectations about the quality of work that [their] students will be able to do” (Bay View Analytics 2020), course development partnerships that are attuned to maintaining the rigor and complexity of subject matter in digestible, accessible, and integrative formats or environments will represent the lifeblood to providing a positive reputation for online learning and innovation of overall institutional education. This imperative is especially relevant, as many students and parents question the value of online learning during these uncertain times.

With that said, Gale products and services have long been used by most academic libraries in North America and across the world. These trusted online resources were thoughtfully developed to meet the changing needs and workflows of learners. As student and faculty needs have changed throughout the years, so have Gale products. The quality, depth, and breadth of authoritative content is enhanced by the embedded instructional tools at the forefront of its educational impact, providing equity and access to learners across the higher education landscape.

Below is a category list of the academic products Gale offers. All are learner-centric and allow online access for librarians, faculty, and students to help promote digital scholarship in higher education:

- **Databases:** Support researchers with up-to-date, full-text magazines, newspapers, journals, periodicals, videos, and podcasts.
- **Literature Databases:** Encourage digital research over an expansive array of literature resources. Researchers at all levels of their education will appreciate the database functionality of cross-searching collections to find the perfect literary publication.
- **eBooks:** Offer students a hassle-free eBook experience. Gale’s award-winning platform houses an extensive eBook collection, from foundational classics to new, topical titles.
- **Primary Sources:** Enhance faculty and students’ ability to conduct in-depth research with rare, primary source materials that are readily accessible in a digital format.
- **Gale Digital Scholar Lab:** Provide a new lens to explore history and empower researchers to generate conclusions and outcomes with *Gale Digital Scholar Lab*. The *Lab* integrates an unmatched depth and breadth of digital primary source matter with the most popular digital humanities tools.
- **Library Instruction Resource:** Support students during each phase of the academic calendar year. From academic advising to tutoring, this resource encourages students to explore general science and complex scientific subject areas. Interactive learning has proven to help students engage and retain more than traditional methods of study, leading to academic success.

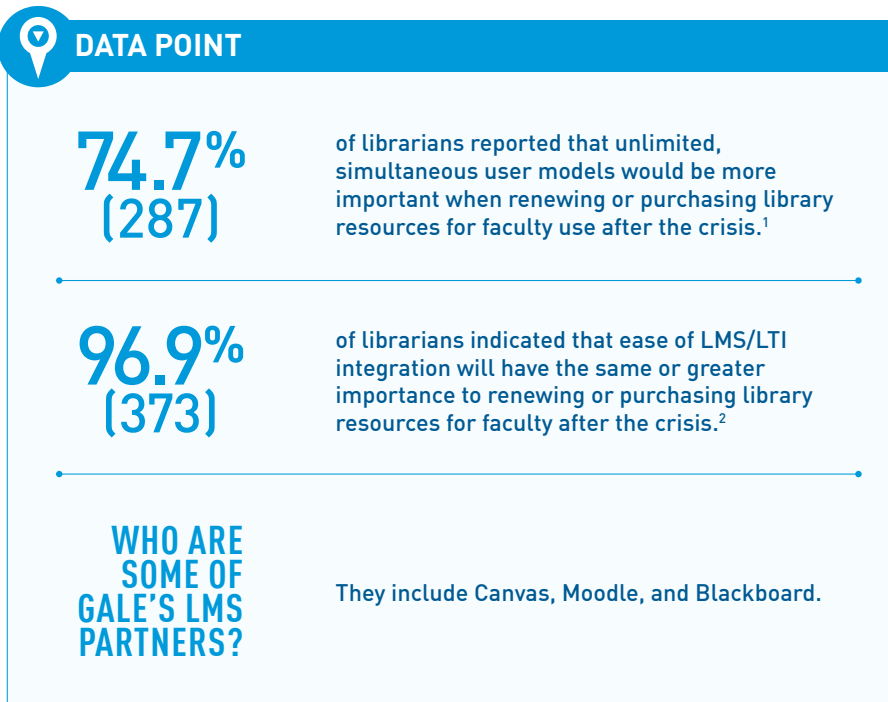
A great resource must be driven by the needs of its users to be effective. Gale academic products promote the following tenets, providing a seamless learning experience for all users:

Product-Based Decision-Making Priorities for Academic Resources for Librarians

1. Affordability
2. Alignment of Content to Curriculum
3. Ease of Use: unlimited, simultaneous user models and user experience
4. Depth and Breadth of Content
5. Ease of Integration: LMS and LTI (Learning Tools Interoperability) functionality, persistent URLs for sharing, meets accessibility standards

EASE OF USE AND INTEGRATION

As digital demands continue to rise, the emphasis on creating a seamless workflow becomes critical, especially in course development. Eliminating multiple logins, developing efficiencies in how materials are prepared and distributed, and building a collaborative environment with students and peers are all essential to today's educators. Gale recognizes how institutions prioritize the pivotal role ease of use and integration plays in connecting remote users to electronic resources.



Gale promotes the discovery of its online products and databases within library discovery services, the open web, and in the classroom with popular platforms like [MackinVIA's Deep Discovery™](#). Users can gain access to their library's Gale products with just a single sign-on through popular services like Google, Microsoft, ClassLink, and Clever.

The ultimate goal is to make it easier for academic researchers to access scholarly content. Through a new partnership with Google Scholar, Gale has integrated Google Campus Activated Subscriber Access (CASA) into its [Academic OneFile](#) periodical database, ensuring that users experience seamless access to its authoritative content, from any off-campus location or device.

Google CASA is an enhanced authentication service that builds on Google Scholar's Subscriber Links service. When users log in to Google Scholar on campus, they create an affiliation that follows them off campus, allowing for seamless access to their library's licensed resources from any off-campus network.

For more information on how Gale integrates with LMS/LTI platforms, visit the [Integration Support](#) page.

1. According to a study conducted in April and May 2020 by *Library Journal* and Gale, a Cengage company.

2. Ibid.

ACCESSIBILITY AND LEARNING TOOLS

According to the United States Census Bureau, 19% of the U.S. population have a disability. Laws preventing discrimination against students with disabilities provoke higher education institutions around the country to make the web accessibility changes necessary to meet **ADA standards** for compliance.

Through the efforts of dedicated product, user-experience, and development teams; feedback from libraries and users; and the extension of accessibility testing to include automated and manual testing, Gale has made an ongoing commitment to making its products universally accessible and user-friendly. By design, these products conform to Section 508 standards of the Rehabilitation Act and Web Content Accessibility Guidelines (WCAG) 2.0 from the World Wide Web Consortium (W3C).

Gale platform accessibility features, improved on an ongoing basis, include:

- Navigational consistency
- Skip navigation links
- Descriptive page titles
- Adjustable text size
- Readable font
- Text-to-speech
- Optimized screen width and optimal contrast ratios
- Options to display on-screen or download optical character recognition (OCR) for content such as historical documents
- Platform consolidation and consistent experience

Accessibility not only includes meeting the technical requirements for products, but also providing the tools necessary to make more complex, rigorous learning workflows and skill building more digestible and attainable to a variety of learners.

- **Optimized product experience**

By crafting products with user experience and learning design at the forefront, Gale breaks up the user journey through concrete steps based on research design principles to make the learning experience purposeful for learners.

- **Automated citations and resources**

With Gale products, citation tools are directly integrated into the user's workflow and support MLA, APA, and Chicago-style citations. Formatted citations can be quickly exported to EasyBib, NoodleTools, or other citation management tools from a single document or a collection of saved documents.

- **Highlighting and note-taking tools**

Users can easily organize, save, and share highlights and annotations within content.

- **Translation tools**

ReadSpeaker text-to-speech technology (TTS) accommodates for diverse backgrounds, allowing users to hear content read aloud. Content and tools can be translated into over 20 languages.

BRIDGING THE CONTENT GAP

Transitioning a course online, either full or blended with a face-to-face component, requires a tremendous amount of content. According to the Rochester Institute of Technology, a typical online 16-week, three-credit hour course requires 8.4 hours of content per week, including readings and activities. It is not only essential to include text-based content but also illustrative/graphic or video multimedia that will engage students and encourage discussion.

61%
DATA POINT

61%

of institutions indicated that greater access to digital materials would help assist their faculty in teaching online (Bay View Analytics 2020).

With Gale, it's easier to build an online course. Faculty can assemble content using embedded tools that help facilitate the level of understanding necessary to drive digital literacy skills within an online learning course. Plus, through Gale's LMS integration, all content can be added, viewed, and worked with directly in an LMS course, to create an engaging and seamless learning experience for students. By using the depth and breadth of Gale content, from eBooks, databases, primary sources, and more, students can engage with a variety of perspectives and develop their own conclusions based on a complete narrative regarding course subject matter.

Gale Databases	Gale Primary Sources
Abstracts	Agency Overviews
Advertisements	Agendas
Articles	Archives Unbound Newspapers
Author Biographies	Audio
Book Reviews	Biographical Information
Case Studies	Briefs
Company Histories	Cartoons/Illustrations
Directory Listings	Case Studies
Editorials	Essays
Encyclopedias	Images
Essays	Magazines
Interviews	Manuscripts
Maps	Maps
Pro/Con Viewpoints	Monographs
Reference	Newspapers & Periodicals
Reports	Outside Collections
Statistical Data	Photographs
SWOT Analyses	Transcripts
Transcripts	Videos

BEYOND CONTENT: RESEARCH AND LEARNING ENVIRONMENTS



DATA POINT

Librarians ranked curriculum alignment and courses as the second most valuable asset to renewing or purchasing library resources (Bay View Analytics 2020).

Not only is Gale home to top-notch, widely used, authoritative content, Gale products go beyond content and take a deep dive into the complexities of the subject matter at hand. With the *Gale Digital Scholar Lab* and *Gale Interactive* learning platforms, students have the opportunity to learn by doing while also uncovering new findings for future research and study.

Product Spotlight: Gale Digital Scholar Lab

The *Gale Digital Scholar Lab* provides a digital humanities project-based learning environment for students, faculty, and researchers to perform text-mining research on large-scale corpora derived from *Gale Primary Sources* content and open primary source data from the user. By integrating an unmatched depth and breadth of digital primary source matter with the most popular digital humanities tools, the *Lab* provides a new lens to explore history. It empowers researchers to generate conclusions and outcomes.

Integrated into the *Lab* is the Learning Center, which provides users with the help they need, when and where they need it, within the project workflow to promote learning by doing. The Learning Center gives users the tools and support they need to understand and employ the vast amount of information and skillsets available through the *Lab*. It includes videos with live walk-throughs conducted by Gale's digital humanities specialists, sample projects, glossaries, FAQs, and much more. Beyond the *Lab* instructional materials equip users with project-based narratives that model the core critical-thinking skills necessary for ideating around research questions and phenomena and interpreting data and findings.

10 Project-Based Learning Activities with the Gale Digital Scholar Lab

Available in the cloud, researchers can securely access it anytime.

1. Replicate the end-to-end text mining samples projects in the *Lab*.
2. Analyze a *Gale Primary Sources* archive for themes.
3. Create a content set built around a research question.
4. Examine the role of OCR in text mining.
5. Clean content sets for better OCR and data reliability.
6. Use visualizations for quality assurance of content.
7. Create search recipes for research questions.
8. Upload open datasets and compare to *Gale Primary Sources* content.
9. Incorporate outputs with external tools (e.g., maps and timelines).
10. Develop new research questions from visualizations.

Product Spotlight: Gale Interactive

Gale Interactive allows students to dive deep into science concepts. Instructors can use this tool to teach and to help students visualize complex topics in biology, chemistry, human anatomy, and earth/space science when they're learning at a distance. To create a thoroughly engaging online experience, instructors can leverage embedded interactive tools that allow users to zoom, rotate, and explore 3D models that go beyond static text. This hands-on approach also pairs activities with Gale's authoritative content. Students can click through each interactive session. Each session references content that users can cross search or use to discover additional support materials.

Online Science Class Checklist

- ✓ Aligned to course curriculum
- ✓ Depth and breadth of authoritative content readings
- ✓ Hands-on 3D models for online labs
- ✓ Tutorial and lab videos
- ✓ Prebuilt activities
- ✓ Integrates with LMS

PRACTICAL APPLICATION OF GALE PRODUCTS

In addition to depth and breadth of content, Gale resources offer value to course development by providing learning tools and platforms that enrich learning opportunities for students and researchers at every point.

Academic Learning Alignments by Resource

As part of course development, the following examples show how Gale aligns learning objectives with content to prompt critical-thinking skills and provides a variety of perspectives and formats to deliver on both objectives and content needs.

The table below shows how Gale products align by academic subjects.

College/University Department	Sample Digital Literacy Learning Objectives	Gale Academic Online Databases and Resources
Business and Economics	<ul style="list-style-type: none"> • Students will be able to remember, identify, and synthesize business content from the core business areas. • Students will demonstrate the ability to evaluate, analyze, and interpret information to make reasoned business decisions. • Students will demonstrate knowledge of how organizations are affected by globalization. 	<ul style="list-style-type: none"> • <i>Gale Academic OneFile</i> • <i>Gale Business Insights: Essentials</i> • <i>Gale Business Insights: Global</i> • <i>Gale Directory Library</i> • <i>Gale Business: DemographicsNow</i> • <i>Gale eBooks</i> (2,168 available) • <i>Gale General OneFile</i> • <i>Gale In Context: Global Issues</i> • <i>Gale In Context: Opposing Viewpoints</i> • <i>Gale OneFile: Business</i> • <i>Gale Primary Sources</i> <ul style="list-style-type: none"> – Business and Economics
Biology Chemistry Earth Science Environmental Sciences Life Sciences Medicine	<ul style="list-style-type: none"> • Students will develop knowledge of core concepts pertinent to areas of science expertise. • Students will integrate and synthesize these concepts to provide a robust understanding of the scientific subject matter. • Students will leverage databases and retrieve peer-reviewed scientific literature. • Students will evaluate critical science-related information from a variety of sources. • Students will understand how science-related principles are applied to address current problems in a variety of fields. • Students will synthesize the impact of science subject areas on society both locally and globally. 	<ul style="list-style-type: none"> • <i>Gale eBooks</i> (6,919 available) • <i>Gale Academic OneFile</i> • <i>Gale General OneFile</i> • <i>Gale In Context: Environmental Studies</i> • <i>Gale In Context: Science</i> • <i>Gale OneFile: Physical Therapy and Sports Medicine</i> • <i>Gale Interactive: Chemistry</i> • <i>Gale Interactive: Human Anatomy</i> • <i>Gale Interactive: Science</i> • <i>Gale Primary Sources</i> <ul style="list-style-type: none"> – History of Science • <i>Gale OneFile: Health and Medicine</i> • <i>Gale OneFile: Nursing and Allied Health</i>
Humanities (Psychology, Sociology, Law, Political Science, History, Religion, Philosophy, Education, Media, and Fine Arts)	<ul style="list-style-type: none"> • Students will structure, analyze, evaluate, and support an argument both orally and in writing in the social sciences. • Students will interpret, compare, and contrast ideas in the social sciences. • Students will demonstrate knowledge of the methods, techniques, concepts, and vocabularies of the social sciences. • Students will demonstrate knowledge of historical and contemporary issues in the social sciences. 	<ul style="list-style-type: none"> • <i>Gale eBooks</i> (9,660 available) • <i>Gale Academic OneFile</i> • <i>Gale General OneFile</i> • <i>Gale In Context: Opposing Viewpoints</i> • <i>Gale LegalForms with Law Digest</i> • <i>Gale Primary Sources</i> <ul style="list-style-type: none"> – African American Studies – American Studies – Asian Studies – British Studies – European Studies – Gender and Sexuality Studies – Indigenous and Native Peoples Studies – Journalism and Media Studies – Latin American Studies – Law, Government, and Political Science – Middle Eastern Studies • <i>Gale In Context: Canada</i> • <i>Gale In Context: Global Issues</i> • <i>Gale In Context: U.S. History</i> • <i>Gale In Context: World History</i>

Continued table below shows how Gale products align by academic subjects.

College/University Department	Sample Digital Literacy Learning Objectives	Gale Academic Online Databases and Resources
English Literature	<ul style="list-style-type: none"> • Students will employ critical reading as an effective basis of literary inquiry through close reading of form and discourse and engagement with literary contexts. • Students will develop a strong understanding of the contexts of literature as a basis of literary inquiry. These contexts include the influences of culture, race, and gender; genre, literary traditions, and historical periods; literary production; and the insights of literary theories. 	<ul style="list-style-type: none"> • <i>Children's Literature Review</i> • <i>Classical and Medieval Literature Criticism</i> • <i>Contemporary Literary Criticism Online</i> • <i>Drama Criticism</i> • <i>Gale eBooks</i> (1,294 available) • <i>Gale Academic OneFile</i> • <i>Gale General OneFile</i> • <i>Gale Literature: Contemporary Authors</i> • <i>Gale Literature: Dictionary of Literary Biography</i> • <i>Gale Literature: LitFinder</i> • <i>Gale Literature Resource Center</i> • <i>Gale Literature: Something About the Author</i> • <i>Gale Primary Sources</i> <ul style="list-style-type: none"> – <i>Journalism and Media Studies</i> – <i>Literature Studies</i> • <i>Literature Criticism from 1400 to 1800</i> • <i>Nineteenth-Century Literature Criticism</i> • <i>Poetry Criticism</i> • <i>Shakespearean Criticism</i> • <i>Short Story Criticism</i> • <i>Twentieth-Century Literary Criticism</i>

EXAMPLE: COURSE MODULE USING GALE ACADEMIC RESOURCES

Critical LGBTQ Movements in America: Online Summer 2022

► MODULE 1:

The Beginning Riot: Stonewall

- **Learning Objectives:** Students will evaluate the events, attitudes, and behaviors that led to the Stonewall Riots and how these attributes culminated in becoming part of the LGBTQ movement in the 1960s.
- **Key Learning Questions:** Who were the key contributors to the Stonewall Riots? What were the pivotal events and developments that led to the riots? Why did the Stonewall Riots occur?

► CONTENT SHOPPING LIST:

Link these sources in your LMS. Have students use the annotation, highlighting, and note-taking features to self-regulate through their learning.

- Three 15-minute video lectures
- 2–3 text documents:
 - Chapter 2: Gale eBooks, *Being LGBTQ in America: LGBTQ Social Movements in America, 1st Edition*
 - “The Stonewall Riots,” *Lesbian Herstory Archives, Gale Primary Sources*
 - *Chronicling The LGBT Rights Movement Since The Stonewall Riots*, National Public Radio, *Gale Academic OneFile*
- 2–3 videos
 - Video: *Perfect Harmony Men’s Chorus tribute “Quiet No More: A Choral Celebration of Stonewall,”* Local Broadcast Video Content, *Gale Academic OneFile*
 - Video: *Stonewall Uprising, School Library Journal, Gale Academic OneFile*
 - Cartoon/Newspaper: *Stonewall Riots, Archives of Sexuality and Gender, Gale Primary Sources*

► ACTIVITY SHOPPING LIST:

- **1 Discussion Topic**
 - What prompted the Stonewall Riots in New York City and how was it looked back on as a movement for LGBTQ rights?
- **1 Weekly Reflection**
 - How did the content you reviewed about the Stonewall Riots make a difference in your understanding of its monumental influences on LGBTQ rights in America?
- **Inquiry-Project Component**
 - What questions do you have related to the beginning of LGBTQ in America? Use the *Gale Primary Sources* Topic Finder to derive keywords associated with “LGBTQ movements in America” to develop three new research questions.
 - Use the *Gale Digital Scholar Lab* to build a content set around one of your research questions and corresponding keywords.

Research Database and Platform Learning Tools for Digital Literacy

Within Gale databases are tools that can be used to facilitate skills essential to the development of digital literacy. Grounded in the purpose of evaluating, synthesizing, and collaborating on content, all of these tools are accessible in the same way that all content is integrated into an LMS course platform.

Learning Tool	Gale eBooks	Databases	Gale Primary Sources	Gale Digital Scholar Lab	Gale Interactive
Highlighting	x	x	x		x
Annotating	x	x	x		x
Tagging	x	x	x		x
“Get Link” Sharing	x	x	x		
Exportable Artifacts		x	x	x	x
Term Frequency		x	x	x	
Topic Finder		x	x		
Supplemental Curricular Activities			x	x	x
Advanced Content Analysis				x	

Mini-Projects with Gale Digital Scholar Lab

Use this template to assign a mini-project using the *Gale Digital Scholar Lab*. The guiding questions will help facilitate each step for learners.

Name	Project Model	Try It Yourself <i>Use these guiding questions to complete each section.</i>
Phenomena or Topic What is the problem at hand?		
Research Objective What is the high-level research question?		Based on the findings from the model, does your research objective change? What changes would you make?
Keywords How are you finding the content?		What are some derivatives to keywords that would help you find the content?
Archives/Content Used List the type of content being used.		
Cleaning How did you clean your data?		Try the model cleaning configuration. Would you make any changes?
Analysis List the analysis and why you chose that one.		Which analyses would help you explore your research objective even further?
Visualization Provide visualization and 1-2 sentences with an interpretation.		What did your new visualization suggest about the content? Try writing your 1-2 sentence interpretation.

OTHER ACTIVITIES WITH GALE RESOURCES BY OBJECTIVES

Using Term Frequency to Refine Research

Activity Format: Skill-Building Task, Individual

Learning Objective: Identify central themes and assess how individuals, events, and ideas interact and develop over time.

► **COMPONENTS:**

Step 1: Develop a topic you are interested in from this week’s discussions and develop a list of 3–4 relevant search terms.

Step 2: Use Term Frequency in Gale’s academic databases to measure the frequency of search terms within sets of content you have gathered around your specific research question and keywords.

Step 3: In a reflection post, how does this help you identify content you wish to use for your research? Why might this be an important task to do when evaluating the effectiveness of your search terms?

Using Topic Finder to Refine Research

Activity Format: Skill-Building Task, Individual

Learning Objective: Evaluate search term and interconnected derivatives to shape research direction through content and relevant information.

► **COMPONENTS:**

Step 1: Develop a topic you are interested in from this week’s discussions and develop a list of 3–4 relevant search terms.

Step 2: Use Topic Finder in Gale academic databases to uncover related search terms that can expand your research reach.

Step 3: In a reflection post, how does this help you identify keyword derivatives that would be helpful for your research? Why might this be an important task to do when evaluating the effectiveness of your search terms? How did this change your selected search terms?

CONCLUSION

At Gale, a Cengage company, we support our customers with not only the best products, but those that can facilitate learning through effective content and learning tools. We realize that education is evolving, and we are evolving with you. Our instructional scaffolds that aid in the implementation and teaching of our products are backed by your feedback and needs in this ever-changing landscape of higher education. Whether it is teaching face-to-face, completely online, or a little bit of both, we’re committed to instilling the best practices of teaching and learning for all learners, all modalities, and all institutions.

Looking for more information on how you can integrate Gale academic resources into your curriculum? Want to expand your collections? [Contact your representative.](#)

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Lindsey Gervais is a digital learning manager at Gale, where she assists in the learning design and development of the Gale Digital Scholarship Program. With a doctorate background and research recognition in the field of Cognition, Instruction, and Learning Technology, Lindsey is helping to elevate the instructional framework of the *Gale Digital Scholar Lab* and other academic products. She is a graduate from the University of Connecticut and taught Educational Psychology and Research Practicum for undergraduate and graduate students for six years. She prides herself on her creativity, love for coffee, and dedication to the performing arts.

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