The SAGE Campus platform provides 18 different courses with roughly 220 hours of online learning modules. The author reviewed the service from the perspective of a college student to see if it was an appropriate learning environment. The primary audience for the courses are graduate students in the social sciences, but undergraduate and graduate students of all disciplines may find courses that are worthwhile to investigate. At the time of the review, the course topics covered content such as information literacy, data management and other data science skills, research design, and how to get published. Many librarians and teaching faculty may recommend students take these courses to supplement their education. Students can learn through these courses in a self-paced manner, and there are no scores or grades associated with completion of a course. Overall, the SAGE Campus platform provides a low-stress way for students to enhance their understanding of many topics relevant to research in the social sciences.

Pricing
The service is currently only offered as an annual subscription based on FTE. Contact a SAGE sales representative to request a quote. They note that purchase model pricing may be offered in the future.

Overview
SAGE Campus provides 18 courses that students, staff, and faculty can take to learn more about topics such as critical thinking, research skills, programming in R and Python, data science, how to present your research, and how to get published. The courses are self-paced, and instructor-led by experts and authors in their fields. They contain a mix of video presentations, textual explanations, interactive elements, and short quizzes for learners to check their understanding of the content. The service has three different dashboards that are connected to the system. There is a librarian platform where librarians can keep track of students, faculty, and the courses being used within the system (see <https://campus.sagepub.com/information-for-librarians#user-guide-for-librarians/dashboard>). Teaching faculty have a separate dashboard where they can also keep track of students and cohorts of students (see <https://campus.sagepub.com/information-for-faculty>). Lastly, students who take the courses have their own individual dashboards.

The author reviewed the service as if he was a student attempting to use the service to enhance his understanding of a wide variety of research skills and publishing methods. He did not evaluate the librarian portal nor the faculty portal. The reviewer completed three courses (Present Your Research, Introduction to Data Visualisation, and How to Write a Journal Article 1: Putting Your Article Together.) He also started another three courses (Statistical Significance, Introduction to Python, and Introduction to R) to see how they compared and contrasted with the other courses he has completed.

An international publisher, courses included in SAGE Campus are drawn from the SAGE pool of editors and authors, and many of them are British. The courses focus on helping students perform research in the social sciences, but students in the sciences or humanities could also benefit from these courses. Since many of the SAGE instructors, authors, and editors are British, they often use British English spelling variations within the content of their courses. Student exposure to international experts may help them understand that topics like computer programming, statistics, and publishing are important to everyone in the world.

SAGE has announced nine new courses that should be ready in July, 2021 (see <https://campus.sagepub.com/blog/register-interest-for-our-9-new-courses>.

User Interface
Most of the courses could be completed with a minimal computer, and most browsers are supported. The reviewer was able to complete three courses using an old Chromebook with just one Gigabyte of RAM. For the courses on programming where the learner needs to download software, the person should use a higher-powered Windows or Mac computer.

As for the user interface, the course pages were not as straightforward as one might expect. For example, it may be difficult to know which modules and sections are done. In the course, Introduction to Python, I thought that I had finished the “Equality and Comparison” section, but the course dashboard said I was only 90% done with that section (see Figure 1). I had missed clicking on the little arrow in this blue
box to see the second slide (see Figure 2). The instructor for the Introduction to Data Visualisation course provided a PDF guide to explain how to complete the modules. It is called Troubleshooting Incomplete Lessons and Modules. I wish all of the courses included a troubleshooting guide similar to that.

When viewing modules in the student dashboard, it was difficult to see which modules had little green check marks (completed), and which ones were gray (not completed) (see Figure 3). There should be a more obvious icon or some other indication to show the learner that a module was completed. When I went back to a course after several days, it was difficult to determine which module was next. Some of the course content had pages contained within pages, and it was difficult to get the scroll bars to work correctly. The roller on my mouse didn’t always activate the correct page to scroll up or down as expected (see Figure 4).
It would be nice if the videos had additional viewing speed options. For most of the videos, the instructors spoke clearly at 1.0x, but when it was sped up to 1.5x, it was a little too quick for people to hear and understand every word. Some learners may find a speed of 1.25x appropriate, and that speed is found on many video players.

In one small section of a course, it was difficult to read dark blue link text with a purplish background. In another course, two of the videos from a journal editor in the United States were choppy, and the audio was slightly garbled. The vast majority (~95%) of the videos were high quality.

As far as I could tell, all of the videos had closed captions which helped with information acquisition.

Other than the complaints noted above, the interface was relatively clean and easy to use.

### Critical Evaluation

The How to Write a Journal Article course read too much like a big advertisement for SAGE journals and their services available to writers and authors (see Figure 5). Researchers should know that they can find this type of support from many publishers, not just SAGE.

One instructor accidentally called an Open Access journal an open source journal. Some of the instructors used British words and terms that needed to be looked up, but it was not an onerous problem. As a librarian in the United States, I found that the content delivered from many British (and Australian) accents useful. It forced me to really listen to what they were saying.

The instructor for the Present your Research course provided a parade of many TED and TEDx videos to give the learner different examples of presentation styles. While it was nice to watch a wide variety of video presentations, it could have been less focused on TED and TEDx talks. This instructor did provide some good examples of video presentations from less polished presenters to explain how their presentations could be improved.

The instructor for the Introduction to R course began with an assumption that the learner had used some other social science statistical software such as Stata or SPSS, and she mentions this in her introduction. However, the instructor for the Introduction to Python course appears to have an assumption that the learner had done some other computer programming besides Python, but he does not make that very clear in his introduction. There is a supplemental book by one of the instructors, Programming with Python for Social Scientists, that may be useful for people to read along with the course content.

SAGE provides estimated time for completion of the courses. They range from 1 hour to 40 hours, but most courses take about 2 to 5 hours to complete. Based on three completed courses, I found that their time estimates were pretty accurate. Once a course is completed, the student can download a PDF version of a basic certificate that shows when the course was completed. The SAGE Campus system does not keep track of quiz scores. It only keeps track of the completion of modules and courses.

Teaching faculty may assign these courses for students who need remediation, or for students who wish to supplement their education. The teaching faculty can keep track of student progress on the faculty portal.

My favorite class was the Introduction to Data Visualisation. The instructor, Andy Kirk, taught the class based on the second edition of his 2019 book, Data Visualisation: A Handbook for Data Driven Design. The instructor covered a large amount of content, and he spoke very deliberately and clearly. It was easy to learn about data visualization from this expert.

### Keywords:
- classes
- courses
- training
- online learning
- online education

### Primary Category:
- Multidisciplinary (or interdisciplinary)

### Review Type(s):
- Software, Other

### Target Audience:
- Undergraduate, Graduate/Faculty/Researcher

### Access Type(s):
- Subscription
Competitive Products

There are many other places where people can take online courses in some or all of these topics. Some of them are LinkedIn Learning (formerly Lynda.com), <https://www.coursera.org>, <https://www.edx.org>, <https://www.khanacademy.org>, or <https://www.codecademy.com>. Some of these resources are available as subscriptions to organizations, while others sell courses to individual learners. Some of these places may have free courses, such as Khan Academy. However, the courses on these other platforms may not have the same focus on academic research in the social sciences, and they will not have the same instructors and authors from SAGE. If you have many students on your campus who wish to dig deeper into research methods and publishing practices, then the SAGE Campus platform may meet your needs.

Purchase Contract
Contact a SAGE Sales Representative for details.

Authentication
An annual subscription will allow institution-wide access to the SAGE Campus platform. It can be managed through the SecureCentre system along with other SAGE digital library products. Patrons can authenticate in a variety of ways including IP authentication, EZ-Proxy, Shibboleth, OpenAthens, or with a Library Card. Once users from a subscribing institute log in, they would need to create an account so their courses can be tied to the specific patron. From then on during the subscription period, the patron can log in anywhere using an e-mail address and password that is linked to their account.

About the Author
Joseph Kraus is a reference librarian at the Colorado School of Mines. He has been there since June of 2019. Prior to that, he was at the University of Denver Main Library going back to 1998.