Video Tutorial Reboot
Reimagining the library workshop for 21st century students
aka “Teaching 21st Century Research and Writing Skills Online”

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James A Gibson Library, Brock University
1. Background
2. Pedagogy
3. Assessment
4. What next?
general info lit at Brock
InfoSkills, the next generation: “Advantage Plus”

target: novice researcher/ 1st year student

scope: research & writing skills
to produce an essay

team: Library + Learning Services = content
Career Services = student transcripts
Centre for Pedagogical Innovation = support
goals

 meetup them where they are
 = LMS (Sakai)

 pedagogically sound
 = active learning

 modular learning objects
 = currency & reuse
3 modules

Prepare & Plan

Search & Find

Read & Write
the one minute tour
teaching & learning pedagogies of A+
guiding principle

Learning First
our journey

In the beginning....

Active Learning

“anything that involves students in doing things and thinking about the things they are doing.” (Bonwell & Eison, 1991)
active learning

1. more than listening.
2. emphasis on developing skills.
3. higher-order thinking (analysis, synthesis, evaluation).
4. engaged in activities (e.g. reading, discussion, writing).
5. student directed learning.

(Bonwell & Eison, 1991)
in-person workshops

- brief lecture
- working in pairs
- worksheets
- hands-on activities
- student lead discussion & demonstration

cc image courtesy of paulproteus
changing landscape

- externally
  - student expectations - everything should be online
  - 2007 - learning commons = more competition

- internally:
  - Role of Librarian - moving away from “orientation” toward more “instruction”

- Response: put the workshop online
Moodle in the meantime

- LOTS of links in a PowerPoint presentation!
- Summative quizzes

LESSON 1

What is a scholarly resource? A popular resource?

The first step to choosing the right search tool is knowing what you are looking for. Your professors may ask you to find “scholarly sources”.

A SCHOLARLY RESOURCE presents original research and is written by experts (e.g., professor, researcher) in a particular field for an academic audience.

A POPULAR RESOURCE usually presents news or topics of popular interest and is written for the general public. The information presented is not original research and is not usually written by experts.

Click HERE to learn more about these types of resources.
summative assessment

“Assessment which takes place at the end of a course of study and provides the final judgement on, or ‘sums up’, the candidate’s performance” - Dictionary of Education.
summative quiz

- trackable (good for us)
- measurable (good for us)
- useful for grading (good for instructors)
send in the videos!

- visual
- AODA Standards
- concept driven
- discrete learning objectives
- engaging
- “Advantage Plus”
online challenge

the “active” component of learning was being de-emphasized in the online environment.
our journey

- Then we got SoftChalk
- Enabled “formative assessment”
formative assessment

“Activities undertaken by teachers, \textit{and by their students in assessing themselves}, which provide information to be used as feedback to modify the teaching and learning activities in which they are engaged.” (Black and William 2001)
formative/self-assessment activity

This is your assignment topic: What is the impact of violent video games on teen aggression?

From the list below, select all appropriate search terms you could use when doing your research. Multiple answers are correct!

[mark all correct answers]

- a. violence
- b. adults
- c. gaming
- d. youth
- e. aggression
- f. crime

+ interactivity & variety

- feedback
- informs learning
- immediate & on-going
- unmarked

There are four correct choices.
formative-summative assessment?

★ formative elements:
  ○ can be repeated as many times as needed
  ○ self-paced
  ○ no time limit*
  ○ final completion is set up for success (min 18/20)
  ○ student feedback survey
  ○ yearly updates & modifications
So how does it all fit together?
our journey

Assessment for Learning (AfL)

CC image courtesy of zedzap
assessment for learning (AfL)

1. The active involvement of students in their own learning.
2. Providing effective feedback to students.
3. The need for students to be able to assess themselves.
4. Adjusting teaching based on results of assessment.
5. A recognition of the positive influence that assessment has on motivation and self-esteem.

(Assessment Reform Group, 1999).
why AfL for Advantage Plus?

- More holistic understanding of A+
- More than just active learning, formative, & summative assessment
- We can use AfL to guide future updates, changes to A+
- Aligns with our guiding principle: *Learning First*
assessing A+

assessment strategy (summer 2013)

★ value to the institution
★ student performance
★ student experience
★ faculty experience
## 2. Enhance Student Learning

<table>
<thead>
<tr>
<th>Strategic Objective</th>
<th>Strategic Actions</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Prepare students to succeed in an information intensive world</td>
<td>A.1. “Increase partnerships with faculty to address student learning outcomes by embedding highly relevant library resources and services within courses”</td>
</tr>
<tr>
<td></td>
<td>A.2. “Target specific courses throughout the curriculum to help students build information competencies”</td>
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<td></td>
<td>A.3. “Align liaison teaching strategies with degree level expectations (DLEs)”</td>
</tr>
<tr>
<td></td>
<td>A.4. “Promote collaboration with Learning Commons partners by revising and enhancing the ‘Advantage Plus’ online learning program”</td>
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</tbody>
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align A+ with broader campus-wide priorities

<table>
<thead>
<tr>
<th>Strategic Objectives</th>
<th>Strategic Actions</th>
<th>Measures of Success</th>
<th>Timeline</th>
<th>Incremental Budget Implications</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Support a strong culture of research, scholarship and creativity (linked with 1D and 2E)</td>
<td>A. Implement the revised strategic plan of the Office of Research Services (ORS)</td>
<td>A. Report the details of the ORS Operational Plan, Information Technology and Faculty strategic plans</td>
<td>Ongoing</td>
<td></td>
</tr>
<tr>
<td></td>
<td>A. Enhance student participation in research, scholarship and creativity as outlined in Faculty strategic plans</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>A. Integrate postdoctoral fellows more fully into Brock and research culture</td>
<td></td>
<td>SA A.3</td>
<td>SA A.3 Post Doc Fellowships – 150 K (annual)</td>
</tr>
<tr>
<td></td>
<td>A. Develop stronger ties between Research and Graduate Studies</td>
<td></td>
<td>2012-13</td>
<td></td>
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</tbody>
</table>

value to the institution

UDLEs (Undergraduate degree level expectations)

★ map learning objectives of video tutorials to UDLEs and ACRL IL standards

Module 2.2 Improve your search terms

UDLEs
1. c. Ability to gather, review, evaluate and interpret info
2. Understands methods of enquiry or creative activity

ACRL
2. ACCESS: constructs, implements, refines effectively-designed search strategies
4. USE: uses info effectively

Module 2.5 What are databases...

UDLEs
Ability to gather, review, evaluate and interpret info

ACRL
1. KNOW: defines and articulates need for info; identifies types and sources of info needed
ACCESS: constructs, implements, refines search strategies
EVALUATE: articulates and applies initial criteria for evaluating both the information

Module 2.6 How to use Google Scholar

UDLEs
1.c. Ability to gather, review, evaluate and interpret info
2. Understands methods of enquiry or creative activity

For more information on standards:
http://brocklibrary1styearpersonallibrarian.wordpress.com
student performance

2013-14 (Sept - April)

★ 2169 students started
★ 81.9% passed*
  ○ scored 18/20 or higher
  ○ could print a certificate of completion
  ○ had note added to their transcript

*Students have unlimited attempts to pass. Only the highest score is recorded.
student performance

but...

★ grades stored in cloud-based “Score Center”
  ○ doesn’t communicate with LMS
  ○ privacy
★ can’t download formative activity results
  ○ we accepted it
★ gradebook… more to be desired
★ cookies Crisis of 2013
student experience

quantitative feedback

★ FluidSurveys™
★ 181 responses
★ 95% completed surveys

It’s survey season...
student experience

quantitative feedback

★ difficulty:
- 92% ‘not difficult’ or ‘neutral’
- 8% ‘difficult’ or ‘very difficult’
student experience

quantitative feedback

★ “the activities after each video helped my learning”:
  ○ 73% ‘agree’ or ‘strongly agree’
  ○ 18% neutral
  ○ 8% ‘disagree’ or ‘strongly disagree’
student experience

quantitative feedback

★ would you recommend A+ to your peers or classmates?

88% yes

12% no
student experience

Easy to understand and very informative!

Great for first year students

Lots of helpful research tips, which will help you succeed in university

Learned lots of stuff I didn’t know before!
faculty experience

quantitative feedback

- would you continue to use A+ in your course(s)?
  
<table>
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<tr>
<th>yes</th>
<th>no</th>
</tr>
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<tbody>
<tr>
<td>57%</td>
<td>0</td>
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- limitation:
  - low participation in survey (7 responses)
  - 4 responses for this question
  - ‘undecided’ not available (learning opportunity)
The faculty experience has resulted in:

- Increased quality and increased accountability for their work.
- It has allowed them to first understand the library basics.
- It levelled the playing field for all students.
- They will be more fluent in using the library.
the journey continues...
where are we now?

46       2,000+

& IELP
in action...

for credit?
optional?
bonus?

ex. #1 large, undergraduate classes
ex. #2 graduate program with many mature students
what's next?

★ content review & survey update
★ SoftChalk Cloud pilot review
★ version w/o essay focus?
★ curriculum mapping?


*crystal ball* by anurag agnihotri, via flickr
Thanks.


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References


