Video Tutorial Reboot

aka "Teaching 21st Century Research and Writing Skills Online"
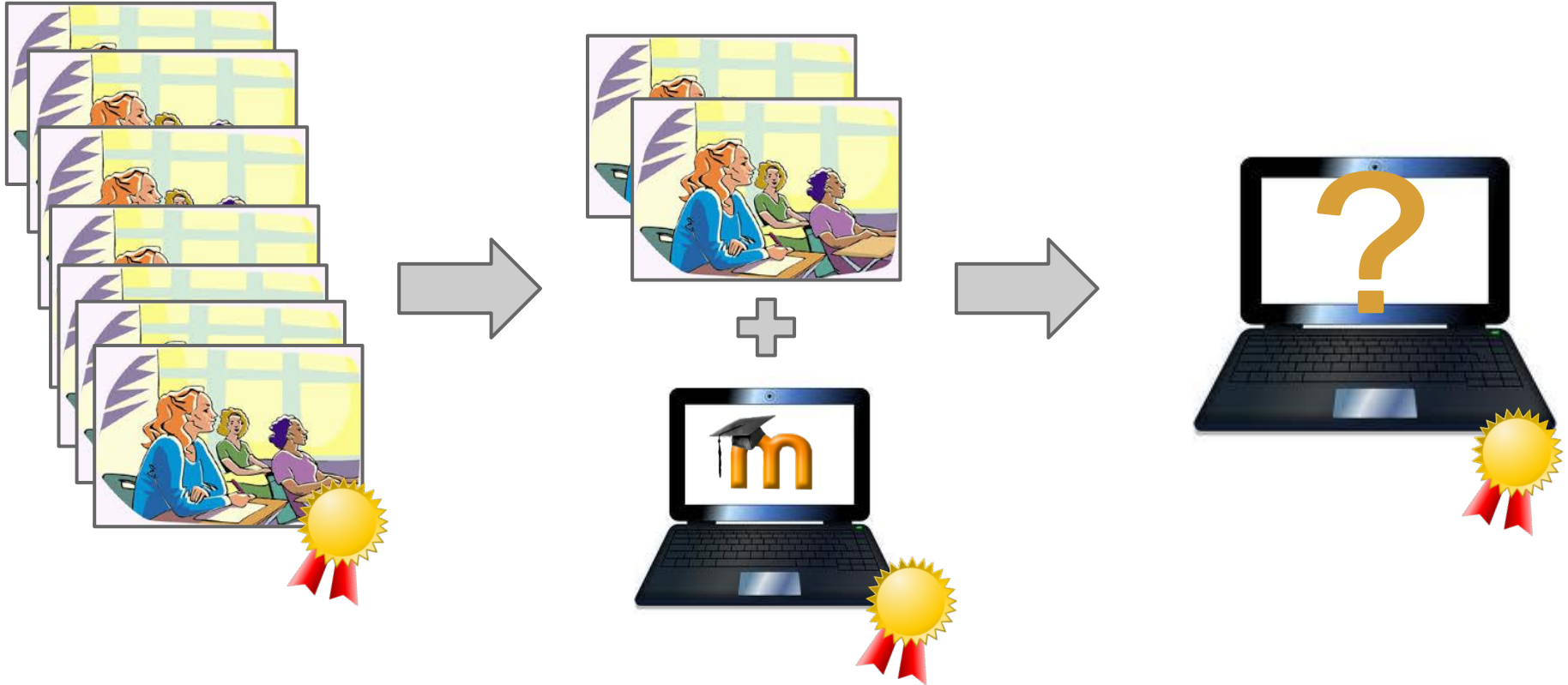
Reimagining the library work[...] [...]century students

Colleen MacKinnon, Monica Rettig, Denise Smith, Jennifer Thiessen, Laurie Morrison
James A Gibson Library, Brock University

1. Background
2. Pedagogy
3. Assessment
4. What next?

Bored by Fernanda Sales de Sousa, via flickr

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

☞ meet them where they are
= LMS (Sakai)

☞ pedagogically sound
= active learning

☞ modular learning objects
= currency & reuse

Reaching For Dreams by montanalovesyou, via flickr

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

CC image of Billy Goat A trail overlooking Mather Gorge courtesy of Wikipedia

- 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.

Should hyperlink to "Peer-reviewed, popular magazine or journal?" page

French Historical Studies

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)

Module 1 Quiz

Value: 3 points

You have unlimited tries, just click "Retry" if you'd like to try the quiz again.

Quiz Group

Value: 1

Which of the following services should you seek out if you're looking for information about post-graduate tests like the GRE or LSAT?

- **a.** A-Z Learning Services
- **b.** Brock Library
- **c.** Career Services

Value: 1

Which of the following tools might help you develop a timeline for a research project?

- **a.** Online thesis builder
- **b.** Online assignment calculator
- **c.** Online essay organizer

Value: 1

It is important to log into your "My Library Account" because:

- **a.** It helps you organize all your citations for your research.
- **b.** It's a good place to find information on your research topic.
- **c.** It's where you can view, renew, and request books for your research.

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, _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

[Check Answer] [View Hint]

There are four correct choices.

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

+ interactivity & variety

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)

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).

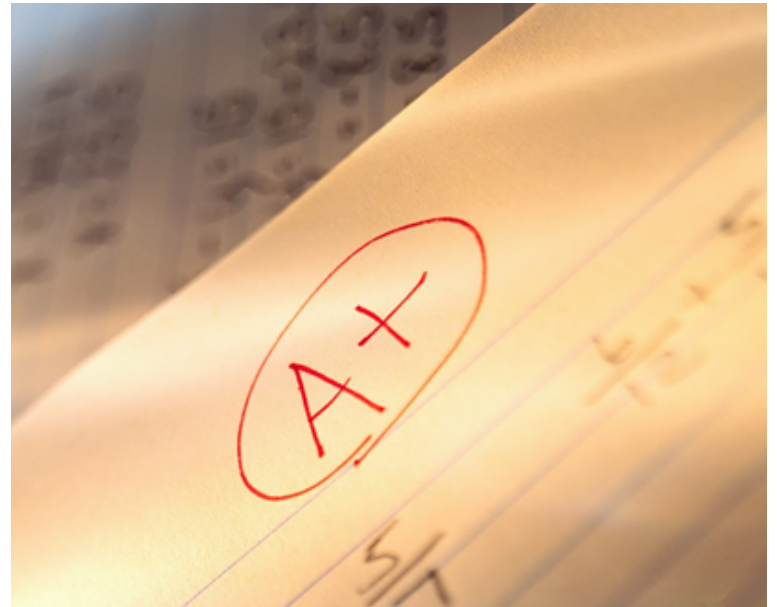# why AfL for *Advantage Plus*?

- 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

value to the institution

Brock University library strategic plan

★ align *A+* with department-specific strategic objectives/actions

2. Enhance Student Learning	
Strategic Objective	**Strategic Actions**
A. Prepare students to succeed in an information intensive world	A.1. "Increase partnerships with faculty to address student learning outcomes by <u>embedding highly relevant library resources and services within courses</u>" A.2. "Target specific courses throughout the curriculum to help students build information competencies" A.3. "Align liaison teaching strategies with <u>degree level expectations</u> (DLEs) A.4. "Promote collaboration with Learning Commons partners by <u>revising and enhancing the 'Advantage Plus' online learning program</u>

Brock University Library Strategic Plan. (2012.) St. Catharines: Brock University.

value to the institution

Brock University strategic plan - priorities to action

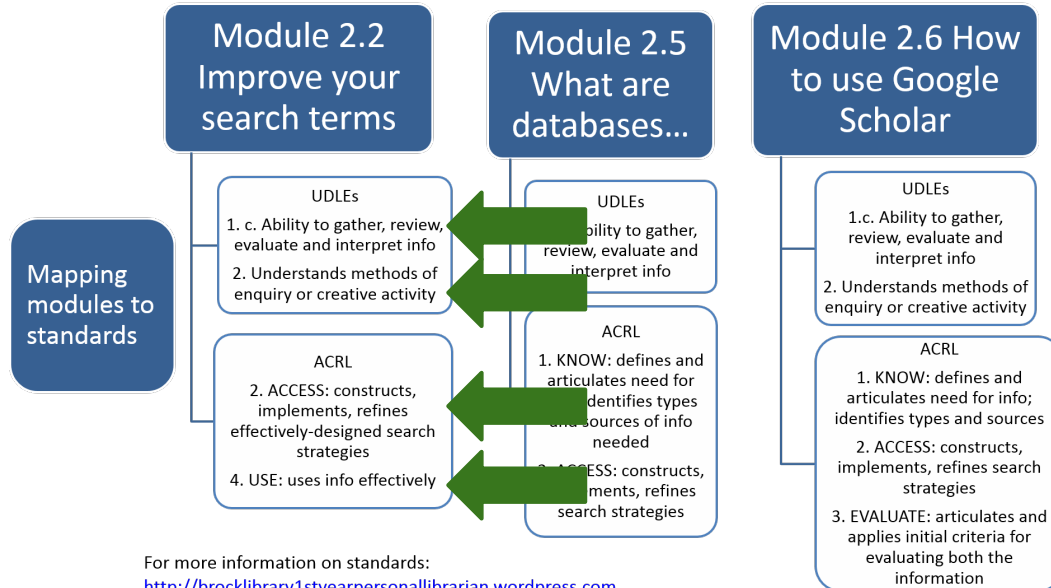★ align *A+* with broader campus-wide priorities

3. Foster excellence in research, scholarship and creativity

Strategic Objectives	Strategic Actions	Measures of Success	Timeline	Incremental Budget Implications
A. Support a strong culture of research, scholarship and creativity (linked with 1D and 2E)	A.1 Implement the revised strategic plan of the Office of Research Services (ORS) A.2 Enhance student participation in research, scholarship and creativity as outlined in Faculty strategic plans A.3 Integrate postdoctoral fellows more fully into Brock and research culture A.4 Develop stronger ties between Research and Graduate Studies	A. Report the details of the ORS Operational Plan, Information Technology and Faculty strategic plans	Ongoing SA A.3 2012-13	SA A.3 Post Doc Fellowships – 150 K (annual)

Brock University Strategic Plan - Priorities to Action (2011). St. Catharines: Brock University. , p. 4.

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	Module 2.5 What are databases…	Module 2.6 How to use Google Scholar

Mapping modules to standards

Module 2.2 — UDLEs
1. c. Ability to gather, review, evaluate and interpret info
2. Understands methods of enquiry or creative activity

Module 2.2 — ACRL
2. ACCESS: constructs, implements, refines effectively-designed search strategies
4. USE: uses info effectively

Module 2.5 — UDLEs
...bility to gather, review, evaluate and interpret info

Module 2.5 — ACRL
1. KNOW: defines and articulates need for info; identifies types and sources of info needed
2. ACCESS: constructs, implements, refines search strategies

Module 2.6 — UDLEs
1.c. Ability to gather, review, evaluate and interpret info
2. Understands methods of enquiry or creative activity

Module 2.6 — ACRL
1. KNOW: defines and articulates need for info; identifies types and sources
2. ACCESS: constructs, implements, refines search strategies
3. EVALUATE: articulates and applies initial criteria for evaluating both the information

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

Student Performance in A+ (2013-2014)

■ 18/20 or more
■ 17/20 or less

Number of students

2400
1800
1200
600
0
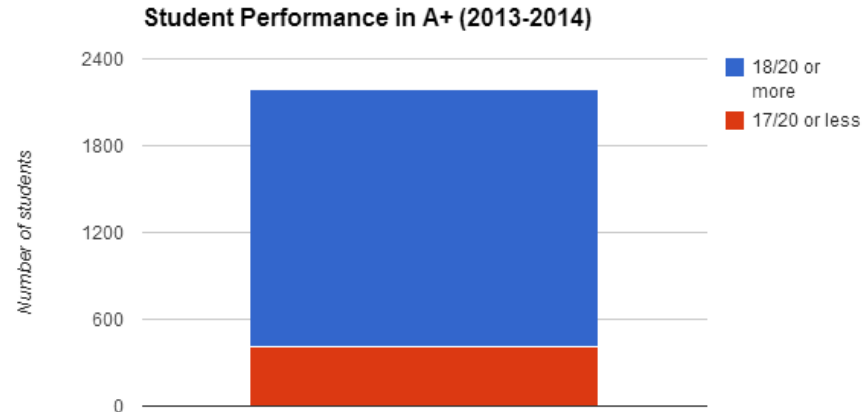
*Students have unlimited attempts to pass. Only the highest score is recorded.

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

★ **Fluid**Surveys™
★ 181 responses
★ 95% completed surveys

It's survey season...

student experience

quantitative feedback

★ difficulty:
  ○ 92% 'not difficult' or 'neutral'
  ○ 8% 'difficult' or 'very difficult'

The road to success runs uphill.

student experience

quantitative feedback

★ "the activities after each video helped my **learning**":
  ○ 73% 'agree' or 'strongly agree'
  ○ 18% neutral
  ○ 8% 'disagree' or 'strongly disagree'

CC - teacheagle

student experience

quantitative feedback

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

88% yes	**12%** no

👍 Like   f Howard Lake likes this.

faculty experience

quantitative feedback

- would you continue to use *A+* in your course(s)?

57% yes	**0** no

- limitation:
    - low participation in survey (7 responses)
    - 4 responses for this question
    - 'undecided' not available (learning opportunity)

faculty experience
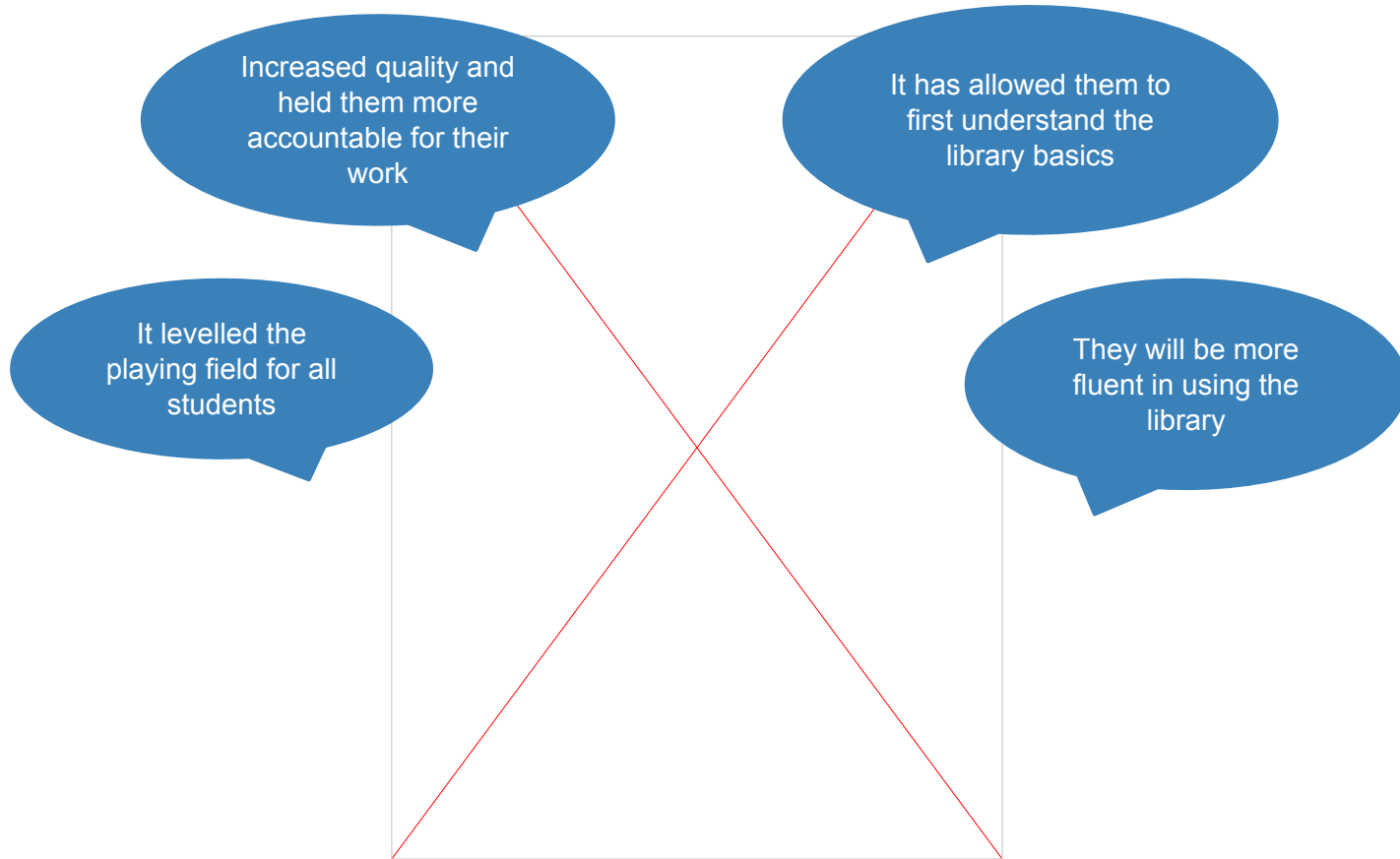
the journey continues...

where are we now?

46
& IELP
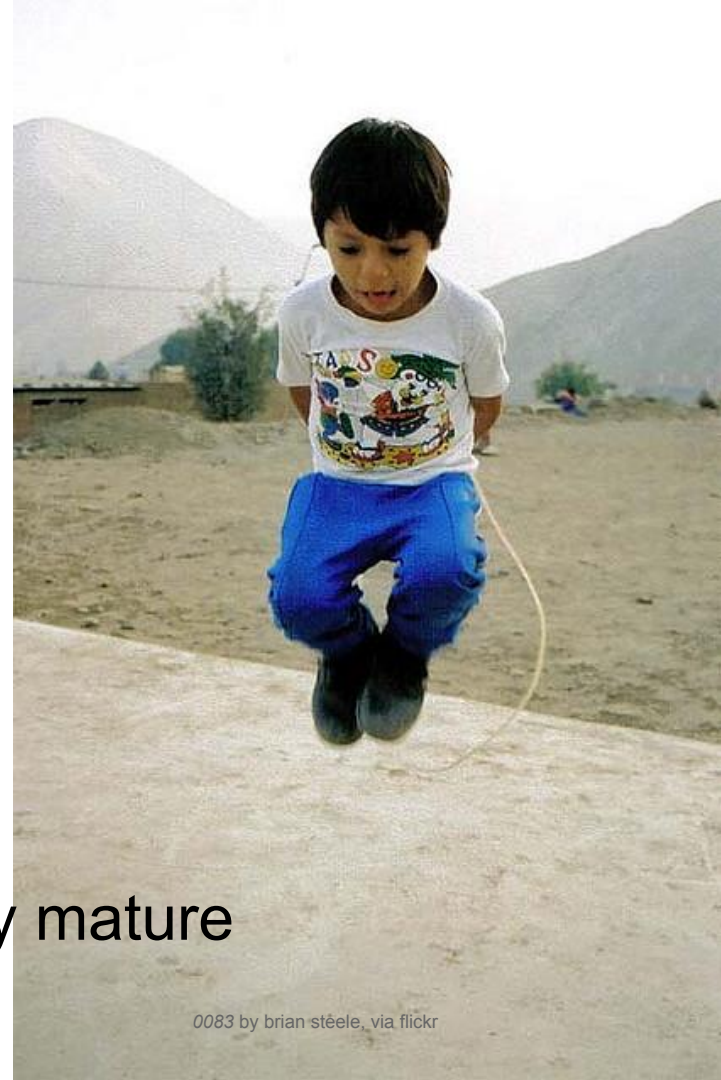
2,000+

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?

take a peek: http://bit.ly/brocklibraryadvantage

Thanks.

slides: http://bit.ly/BrockWILU2014

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