

# Planning and Implementing Library e-Learning Projects



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# Agenda



- Welcome!
- Background
- Planning and implementing a library e-Learning project
- **Hands-on activity #1**
- Break
- Course/Learning Management System (CMS/LMS) tools demo
- **Hands-on activity #2**
- Summary
- Questions?

# Background



The Engineering Science 1050 (ES1050) project we worked on:

- A library e-Learning project for first-year engineering students
- Blended learning approach
- Academic paper in progress

# E-Learning



Teaching trumps technology (WL E-Learning Working Group report, 2012)

# Blended Learning



- Incorporates in-person instruction with technology-driven teaching methods that are typically web-based (Lyons & Evans, 2013)
- Uses the latest technology while retaining the face-to-face element
- Hybrid or blended approach maintains the valued in-person interaction with students and faculty

# Blended Learning



## Benefits:

- Increases student engagement
- Flexible, allows for self-paced learning
- Information Literacy skills training at the point of need
- Maximizes the best advantages of face-to-face and online learning (Wu et al., 2010)

# CMS/LMS tools



Blackboard/WebCT

ANGEL

**Sakai** (OS)

 **moodle** (OS)

*Desire2Learn* 

Pearson eCollege

aTutor (OS)

Plateau



What CMS or LMS tool is your institution currently using?

- WebCT/Blackboard
- Sakai
- Moodle
- Desire2Learn
- Other



# CMS/LMS for Information Literacy Instruction



## Trends:

- Shift to interactive multimedia
- Increase in online-only courses
- Increase in hybrid courses
- Growing information literacy content in CMS developed by librarians

# CMS/LMS for Information Literacy Instruction



## Benefits:

- Easy to use and accessible
- Delivers more customized, course- or assignment-specific instruction
- Provides seamless access to library resources
- Gives the library a continuous presence in the course
- Enables blended learning

# CMS/LMS for Information Literacy Instruction



## Challenges:

- Creating content and administration is time-intensive
- Students feel the lack of interaction in the online environment



# **Planning and Implementing a Library e-Learning Project**

# Before Getting Started



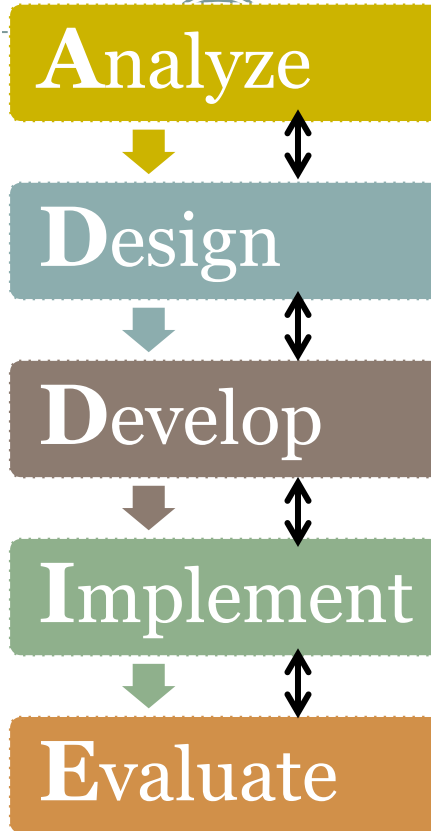
- Liaise with individual faculty members
- Receive training in using CMS
- Learn from peers' experiences
- Explore emerging educational technologies
- Be prepared to plan a thoughtful strategy

# Collaboration



- Working with faculty members
- Building new partnerships on campus
  - Instructional Technology Resource Centre (ITRC) or equivalent
  - Library Information Technology Services (LITS) or equivalent
  - Teaching Support Centre (TSC) or equivalent

# Five Phases (ADDIE)



# Analyze



The design of any learning resource must conform to sound pedagogical principles:

- Clear learning objectives and outcomes
- Use of standards to guide development
- Effective collaboration where appropriate
- Fostering active learning approaches
- Use of appropriate assessment techniques

(Russell, Ryder, Kerins, & Phelan, 2013)



# Analyze



## Design for learning and motivation

- Learning:
  - Break information into small pieces
- Motivation:
  - Grades

## Consider the audience

- UG vs. Grad; different disciplines
- Different formats to meet diverse learning styles (VARK)

● (Stiwinter, 2013)

# Design: In-person component



Possibilities include:

- Short intro presentations during lecture
- In-person office hours
- Drop-in sessions

# Design: Online component in CMS



Possibilities include:

- Information literacy module
- Synchronous library instruction
- Virtual office hours
- Librarians' contact information and greeting messages
- Links to prominent library resources and services

# Design: Choose Appropriate Media



- Multimedia-based versus text-based instruction
- Aesthetic qualities can affect learning
- Interactivity is important

# Design: Videos



- Can be emotionally appealing, but can be a passive medium when presented without context (Majekodunmi & Murnaghan, 2012)
- Can help increase students' confidence in using library resources and increase their likelihood of using these **RESOURCES** (Henrich & Attebury, 2012)
- Better to embed short videos

# Design: Electronic Resources Linking



- Increases visibility of e-reserves, gathers them with other course materials, allowing for “one-stop shopping” in the CMS (Jeffryes, Peterson, Crowe, Fine, & Carrillo, 2011)
- Meets copyright regulations by delivering documents through a password-protected system (Black, 2008)

# Develop



- Create and assemble the online component of the library instruction
- Technical details will be demonstrated later

# Implement



- Launch the online content in CMS
- Deliver the in-person sessions
- Deliver online synchronous library sessions & hold virtual office hours



# Implement



- **Marketing and promotion**
  - Mandatory library quiz
  - Student ambassadors
- **Possible marketing venues**
  - News or announcement board in CMS
  - Quick in-class presentations during lecture time
- **Internal communication**

# Evaluate



- **What to assess**
  - Student learning
  - Usage and learning approach of the library instruction
- **How to assess**
  - Quantitative & Qualitative measurements
  - Make use of built-in evaluation tools in CMS

# Evaluate



- **Quantitative measurements**
  - Pre- and post-tests for benchmarking students' information literacy levels
  - CMS built-in statistics tools for checking the online module usage
- **Qualitative measurements**
  - Online surveys
  - Focus group studies
  - One-on-one interviews (in-person or virtual)

# ADDIE Recap



Analyze

consider pedagogical elements, as well as audience's learning styles, academic levels, and disciplines



Design

design instructional content; choose appropriate media for online content and the format for in-person sessions



Develop

create and assemble the online component



Implement

launch the online module; deliver in-person sessions; market and promote



Evaluate

assess student learning, usage and format of the library instruction



# Checklist and template for planning a library e-Learning project with suggested timelines

# Hands-On Activity #1



## **Library e-Learning Project Planning Activity**

- Brainstorm, work on the template, discuss with your neighbour ~ 10 minutes
- Group share ~ 5 minutes

# Break



**COME BACK IN 15 MINUTES**

# CMS Tools Demo



Sakai

Moodle



# Sakai



- Course sites vs. Project sites
- Library content course-level integration

# Sakai



- **Create a project site & add tools in the project site**
- **Illuminate Live! Bridge**
  - Online synchronous library instruction
  - Virtual room for office hours
- **Wimba Voice Board**
  - Audio discussion board

# Sakai



- **EZProxy Library Link**
  - Seamless access to paid library resources
- **Web Content**
  - Quick access to external webpages within the Sakai site
- **Lessons**
  - Placeholder for library modules/tutorials

# Moodle Demo



- **Moodle**
  - Practice space vs. course page
- **Sample library module**
  - Tool options
  - Book vs. Lesson

# Sample library building blocks

**Library Resources**

**Course Reserves (textbooks, etc.)**

**Your Library Recommends**



- International Index to Performing Arts
- International Bibliography of Theatre and Dance
- Dance in Video

**Ask Your Librarian**

- Jared Wiercinski

**Library Catalogue**

- My Library Account
- Library Homepage



**Library Search**



Enter Search Term

Select Search Engine

Library Catalogue

# Hands-on Activity #2



- Pick one CMS tool or try both
- Practice some activities in the worksheets
- Guided demo available at the collaborative tables
- Use your own machine or PCs here
- Regroup at 11:30am

# Summary



## Successful online library tutorials

- Use clear, easy-to-understand terminology throughout
- Include a quiz to assess student comprehension
- Provide opportunities for active learning
- Incorporate a long-term mechanism for librarian feedback to students

(Ganster & Walsh, 2008)

# Summary



- Adapt the hybrid or blended learning approach to maintain in-person interaction with students and faculty (Lyons & Warlick, 2013)
- Collaborate with faculty; build new campus partnerships
- Design for meaningful course-level and assignment-level integration (Lyons & Warlick, 2013)
- Make it interactive (Lyons & Warlick, 2013)
- Gather feedback from students and faculty
- Have fun! 😊



Q & A

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**THANK YOU!**