Planning and Implementing Library e-Learning Projects

WILU 2014 PRECONFERENCE WORKSHOP
MAY 21, 2014

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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
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
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)

1. Analyze
2. Design
3. Develop
4. Implement
5. Evaluate
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)
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)
  - *(Stiwišter, 2013)*
Design: In-person component

Possibilities include:

• Short intro presentations during lecture
• In-person office hours
• Drop-in sessions
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
  o Mandatory library quiz
  o Student ambassadors

• Possible marketing venues
  o News or announcement board in CMS
  o Quick in-class presentations during lecture time

• Internal communication
Evaluate

• What to assess
  o Student learning
  o Usage and learning approach of the library instruction

• How to assess
  o Quantitative & Qualitative measurements
  o Make use of built-in evaluation tools in CMS
Evaluate

• Quantitative measurements
  o Pre- and post-tests for benchmarking students’ information literacy levels
  o CMS built-in statistics tools for checking the online module usage

• Qualitative measurements
  o Online surveys
  o Focus group studies
  o 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
Course sites vs. Project sites

Library content course-level integration
Sakai

• Create a project site & add tools in the project site
• Elluminate Live! Bridge
  o Online synchronous library instruction
  o Virtual room for office hours
• Wimba Voice Board
  o Audio discussion board
Sakai

• **EZProxy Library Link**
  o Seamless access to paid library resources

• **Web Content**
  o Quick access to external webpages within the Sakai site

• **Lessons**
  o Placeholder for library modules/tutorials
• Moodle
  o Practice space vs. course page
• Sample library module
  o Tool options
  o Book vs. Lesson
Sample library building blocks
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! 😊
References


References


McLure, M. & Munro, K. (2010). Research for design: Exploring student and instructor attitudes toward accessing library resources and services from course management systems (CMS). *Communications in Information Literacy, 4*(1).
References


THANK YOU!