

Checklist for Planning Library e-Learning Projects with Suggested Timelines

Note: The phases used in this template are based on the commonly accepted instructional design model ADDIE. The proposed timelines are subject to elements such as individuals' workload, technical background, and project content.

Before getting started

- Identify the course for information literacy content integration
- Liaise with faculty members to get them on board with the project
- Receive Course Management System (CMS) training from vendors, Information Technology Services, and/or peers
- Talk to colleagues within the library about their previous experiences
- Identify and connect with collaborators on campus

Analyze ~ 2 weeks

- Consider different pedagogical elements (e.g. blended learning, active learning)
- Decide on a suitable learning approach to accommodate the audience
- Define student learning outcomes

Design ~ 3 weeks

Design the online component and the in-person component, if applicable

- Online component
 - Design the instructional content for the online library module; choose appropriate and effective media (e.g. video, images, text)
 - Consider synchronous library instruction sessions and virtual office hours
- In-person component
 - Design the content and format of in-person sessions (e.g. drop-ins, office hours, in-class presentations)
 - Determine the location(s) and schedule(s) of these sessions

Develop ~ 2 months

- Develop the online library module content in CMS, in collaboration with instructional design and technical support staff on campus

Implement ~ 1 month

- Launch the online content in CMS
- Deliver synchronous virtual library instruction sessions if planned
- Hold virtual office hours if planned
- Deliver the in-person sessions
- Market and promote
 - Possibly make the library quiz a mandatory component of the course
 - Communicate to students and faculty about the online and in-person library instruction via announcement tools and/or in-person presentations
 - Communicate to internal library staff about the availability of the online and in-person library instruction for referral purposes

Evaluate ~ 1 month

- Choose appropriate assessment methods (quantitative and/or qualitative)
- Design assessment methods to evaluate student learning and to evaluate the usage and learning approach of the library instruction
 - Quantitative measurements if planned
 - Consider incorporating pre- and post-test quizzes to benchmark students' information literacy levels
 - Consider using CMS built-in statistics tools to check online module usage
 - Qualitative measurements if planned
 - Consider using surveys, focus groups, and one-on-one interviews to gather feedback from students about the learning approach and from instructors about their satisfaction with students' performance on research assignments
- Conduct the assessment measurements

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Before getting started

Identify course name: _____

Identify faculty member(s): _____

Identify collaborators on campus: _____

Other: _____

Analyze ~ 2 weeks

Proposed learning approach: _____

Other pedagogical considerations if any:

Design ~ 3 weeks

Online component	In-person component
Content	Content
Medium (e.g. video, image, text)	Format (e.g. drop-ins, office hours, in-class presentations)
	Location
	Schedule

Develop ~ 2 months

Implement ~ 1 month

Proposed marketing and promotion strategies:

Evaluate ~ 1 month

	Student learning	Usage and learning approach of the library instruction
Quantitative measurement		
Qualitative measurement		