MAKING IT WORK

COLLABORATING TO CREATE AN ONLINE RESEARCH PATH

Ashley Roach-Freiman - Christian Brothers University
Brannen Varner - University of Memphis
INSPIRATION

- UNIV 4995, an undergraduate senior-level research class
- Embedded faculty librarians
- One face-to-face instruction available for UNIV 4995 students

Can we reach more students by designing effective online instruction?*

*Without hiring more librarians?
RESEARCH

Informed by trends in education and library instruction

“The Librarian Leading the Machine,” *College & Research Libraries*

- **Oakland University, Detroit**
  - Questioned whether online information literacy instruction is effective in hybrid and online learning environments
  - Some content delivered online via learning management system (LMS), some face to face, for an introductory Composition course
  - Students take final information literacy exam
  - Is online learning as effective as hybrid learning?
    - **YES.** Comparable learning outcome attainment if online, face to face, or both
    - Don’t hastily replace in-person instruction with online
      - Consider the power of a well-crafted online object
RESEARCH

Informed by trends in education and library instruction.

“Developing Adaptable Online Information Literacy Modules for a Learning Management System,” *Journal of Library & Information Services in Distance Learning*

- San Jose State, San Francisco
  - Wanted to establish a consistent library presence in university LMS
  - Created standalone, customizable tutorials
  - Embedded in LMS
  - Struggled with LMS environment and librarian access
RESEARCH

Informed by trends in education and library instruction.

- Cleveland State InfoPath
  - Cleveland State Community College, Cleveland, TN
  - Becca Dekker & colleagues
    - Created in standalone LibGuide, copied to Cleveland State LMS
    - InfoPath beta: [clevelandstatecc.libguides.com/infopath](http://clevelandstatecc.libguides.com/infopath)
    - Informative text, videos, mindmap, quizzes
## BENEFITS

<table>
<thead>
<tr>
<th>Students</th>
<th>Librarians</th>
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<tbody>
<tr>
<td>Increase information literacy learning</td>
<td>Adaptable to other courses</td>
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<tr>
<td>Possibility for interactivity with librarian (screencasts, chat,</td>
<td>Offset library instruction load if used in F2F courses</td>
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<td>discussion boards, etc.)</td>
<td></td>
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<tr>
<td>Provide for enhanced multimedia and interactivity, accommodating</td>
<td>Adapt well to flipped and collaborative classroom</td>
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<tr>
<td>different learning styles</td>
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<tr>
<td>Timely, needed instruction for students (as opposed to trying to get</td>
<td>Increased opportunities for library liaison experiences</td>
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<tr>
<td>it all into 50 minutes)</td>
<td></td>
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<tr>
<td>Access to multiple overlapping information literacy concepts</td>
<td>Provide opportunities for assessment at course and program levels</td>
</tr>
<tr>
<td>Challenge</td>
<td>How We Handled It</td>
</tr>
<tr>
<td>---------------------------------------</td>
<td>---------------------------------------------------------------------------------</td>
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<tr>
<td>Buy-in from instructors?</td>
<td>Embed the tutorials into LibGuide. Present prior to Fall semester. Embed Research Path into eCourseware.</td>
</tr>
<tr>
<td>Encourage student participation?</td>
<td>Make it a requirement.</td>
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<tr>
<td>Figure out appropriate platforms?</td>
<td>TEST FOREVER, pitch purchase of LibWizard.</td>
</tr>
<tr>
<td>Time management?</td>
<td>Regular meetings, accountability, anticipation of time spent working and reworking, Trello.</td>
</tr>
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<td>Accreditation concerns/needs?</td>
<td>Align with ACRL Framework and UNIV curriculum.</td>
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THE PITCH

Selling it to the Dean & Creating a team

Online Information Literacy Portal
December 19, 2016

OVERVIEW
An online D2L-based series of modules that cover similar content covered in F2F library instruction for UNIV 4995 (Senior Project) classes. The modules culminate in assessments that embedded library instructors can access for programmatic purposes. These act in concert with UNIV 4995 curriculum goals—to find, access, and cite resources.

BENEFITS
1. Increase student & course instructor access to information literacy learning
2. Adaptable to other courses (including UoMGlobal)

TIMELINE
1. Spring 2017 - design and development while embedded
   - Propose to UNIV department representatives
2. Summer 2017 - soft push in small number of classes
3. Fall 2018 - full roll out and assessment
4. Push for adopting and adding to UoMGlobal

NEEDS
UNIV Support
We’ll need buy-in from instructors and the department. I’m hoping to include Brannen Varner as UNIV liaison to cultivate this important connection.

Design and Development
We’ll need support from the Teaching and Learning Center to learn how to best use the D2L interface. Kenneth Haggerty will be valuable for his User Experience background. Mala Haji and Ashley Roach-Freeman’s experience with curriculum, information literacy, and online learning will be invaluable. Bess Robinson will provide guidance and supervision.
<table>
<thead>
<tr>
<th></th>
<th>eCourseware</th>
<th>Guide on the Side</th>
<th>LibWizard</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Ease of Use</strong></td>
<td>Learning curve</td>
<td>Maybe, if we could get it to work</td>
<td>Very easy!</td>
</tr>
<tr>
<td><strong>Platform Maintenance</strong></td>
<td>Out of our hands</td>
<td>Needed a willing partner in ITS</td>
<td>Not our problem!</td>
</tr>
<tr>
<td><strong>Function with Server?</strong></td>
<td>Not our problem!</td>
<td>Barely</td>
<td>Not our problem!</td>
</tr>
<tr>
<td><strong>Customer Support</strong></td>
<td>Primarily through ITS</td>
<td>Product forums</td>
<td>Fast but not always what we wanted</td>
</tr>
<tr>
<td><strong>Assessment</strong></td>
<td>Problematic for course instructors</td>
<td>Unsure</td>
<td>Many options</td>
</tr>
<tr>
<td><strong>Web Interactivity</strong></td>
<td>No</td>
<td>Theoretically</td>
<td>Yes, with limitations</td>
</tr>
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</table>
COLLABORATION & CREATION

• Multidisciplinary librarianship + University College
  ○ Work with various skill sets and develop appropriate learning outcomes

• Align with curriculum
  ○ Six tutorials focused on various phases of the research and writing process
    ■ Research Topic Development, Search Strategies, Choosing Databases, Web Searching, Source Evaluation, APA Citation

• Trello for project management, accountability, and visualizing the big picture and goal posts

• Google Drive for group collaborative work

• Delegate work to individuals, revise as a group
<table>
<thead>
<tr>
<th>Tutorial</th>
<th>Frame</th>
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<tbody>
<tr>
<td>Research Topic Development</td>
<td>Research as Inquiry</td>
</tr>
<tr>
<td>Search Strategies</td>
<td>Search as Strategic Exploration</td>
</tr>
<tr>
<td>Choosing Databases</td>
<td>Research as Inquiry, Search as Strategic Exploration</td>
</tr>
<tr>
<td>Web Searching</td>
<td>Information Has Value, Research as Inquiry, Search as Strategic Exploration</td>
</tr>
<tr>
<td>Source Evaluation</td>
<td>Information Has Value, Authority is Constructed and Contextual</td>
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<tr>
<td>APA Citation</td>
<td>Scholarship is a Conversation</td>
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NAMING, BRANDING, STANDARDIZATION

bit.ly/univresearchpath
NAMING, BRANDING, STANDARDIZATION
THE PITCH

Library + UNIV Senior Project Coordinator
↓
UNIV instructors
↓
UNIV students

OVERVIEW
First proposed in December 2016, with the UNIV Senior Project Coordinator, University Libraries librarians developed a series of online tutorials that teach information literacy content covered in F2F library instruction for UNIV 4995 (Senior Project) classes. These tutorials support UNIV 4995 curriculum goals to find, evaluate, and cite sources relevant to student research questions.

BENEFITS
1. Increase student and course instructor access to Information Literacy Instruction.
2. Tutorial content is easily editable and accessible, allowing for continuous and fruitful collaboration between the Libraries and UNIV.
3. Tutorials have embedded assessment content for programmatic purposes.

POSSIBILITIES
UNIV Feedback and Support
We’ve specifically designed these online tutorials with UNIV curriculum in mind. Our desire is for UNIV instructors to work through the tutorials themselves and offer feedback in terms of how we can alter the tutorials to best serve their students using the Instructor Feedback survey in the Library Research Path LibGuide. Additionally, and perhaps more importantly, we hope that UNIV instructors support the online tutorials by including them in grading criteria so that students are motivated to work through and learn from the tutorials.

UNIV Options
Instructors will know best how to implement the tutorials within their course sections. We propose instructors choose between a packaged set of tutorials embedded in a single libguide linked from the course shell, or to have the modules embedded as individual units to be employed as needed.
ASSESS & REVIEW

Overall, how would you rate this tutorial?

- Great, I learned a lot. 69%
- Good, I learned a couple of new things. 31%
ASSESS & REVIEW

The tutorial was engaging.

I'll use what I learned in the tutorial(s) in the future.
LESSONS LEARNED

Sell your idea
Ask for help
Research your idea
Communication is everything
Be clear about what you want
Don’t be afraid to reach out if stuck
Be a damn leader (but listen to other ideas)
Scale to other learning environments and institutions
Seek opportunities for change and growth
Know when to stand your ground
THE FUTURE (IS NOW?)

● Continue to review and assess semesterly
  ○ Evaluate
  ○ Update technical content

● Potential collaborations
  ○ English Composition
  ○ UMGlobal
  ○ Health Sciences
RESOURCES

Canva.com - for A+ budget design!


Library Instruction Tennessee is proud to present the first annual library instruction conference in Tennessee!

Save the date!

<table>
<thead>
<tr>
<th>Location</th>
<th>Time</th>
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<tr>
<td>Nashville Public Library</td>
<td>9 am - 5 pm</td>
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Tuesday, April 24th

For more information and announcements regarding registration:

- libraryinstructiontn.wordpress.com
- facebook.com/groups/libraryinstructiontennessee
- @LibInstrucTn

We teach how we'd want to be taught. Our second language is student.

Library Instruction Tennessee

April 24 | Nashville Public Library 2018

Poster provided by University of Memphis Libraries