

North by Northwest: Information literacy at Yukon College and Lakehead University

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InfoLit Webpage:

http://www.yukoncollege.yk.ca/yclibrary/information_literacy/index.php



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InfoLit Webpage:

<http://library.lakeheadu.ca/wp/?pg=47>



Elements to Move Online:

Introduction

- ❖ Use the Sidebar part of the display, include author information and picture
- ❖ Identify yourself right at the beginning so the student doesn't feel like it's a computer talking to them
- ❖ Take clues from the video game industry where students start off with the identification of everyone's roles

Learning Objectives

- ❖ Must keep tutorials 3-5 minutes to keep students' attention, following cognitive load theory
- ❖ One learning objective per tutorial

Demonstration

- ❖ Lots of screen captures, animation, circles, arrows, etc. to indicate what you're talking about

Activity

- ❖ Sometimes a handout that the students need to print out before or after to complete
- ❖ Sometimes a link provided in the tutorial to go to the webpage where the worksheet or online quiz is available

Feedback and/or Evaluation

- ❖ Marking schema for worksheet
- ❖ "Email the Librarian" to give feedback
- ❖ Sometimes final calculation of score in the online quiz
- ❖ Often some paper version afterwards, if not a digital version

Conclusion

- ❖ Links embedded in the presentation
- ❖ Audio recording mentioning other tutorials
- ❖ Prompt the student where to get some help if they had any technical difficulties

Pedagogical Approaches:

Multiple intelligences theory

- ❖ After your initial beta-testing, you will receive feedback that you've missed key elements to your instruction.
- ❖ Use MI theory to figure out what areas you need to add to your tutorial

Constructivism

- ❖ Make sure that your online instruction isn't just talking "at" the student.
- ❖ Embed links into the online instruction where they can go to for more information; allow the student to pause between slides to research something more in-depth; or provide links for more information near the link for the presentation itself.

Instructional Design

- ❖ Use the techniques from ID to make sure that your tutorials can stand on their own.
- ❖ ADDIE Model - Analyze, Design, Develop, Implement, Evaluate.

Cognitive Load Theory

- ❖ When designing any elements to your presentation, be aware of how easy it is to overwhelm and, consequently, lose the students' attention.
- ❖ Take advantage of the research that has been done on cognitive load and its effective on online learning and use it during your design phase.





Software:

Qarbon ViewletBuilder

- ❖ Easy to use
- ❖ Shows cursor movement, has narration, quiz and other great features.
- ❖ Small files so loading is quick and works with all o/s.
- ❖ This is Janice's favourite.

Captivate

- ❖ Recordings not only include voice recording but sounds and mouse movements.
- ❖ Good to use if Librarian doesn't have access to a server but can burn CDs.

Camtasia

- ❖ More difficult learning curve
- ❖ Doesn't incorporate cursor movement, one huge file.
- ❖ Definitely not as user-friendly.

Breeze

- ❖ Works with MS PowerPoint, easy to learn
- ❖ Good to use if continually interrupted at work because can work on it in bits and pieces and only the sound recording requires a special room.
- ❖ This is Laurie's favourite.

Course Software: WebCT, Blackboard, Moodle

- ❖ Probably one of the harder avenues to enter because the research shows that many Instructors believe that their students already have library skills... even though we know they don't.
- ❖ If your institution is offering classes through some kind of Course Management System, you need to find a way to embed yourself and your instruction in it.
- ❖ Can be great to use because you design an entire suite of instruction, testing, etc.

Putting it All Together:

Points to Remember:

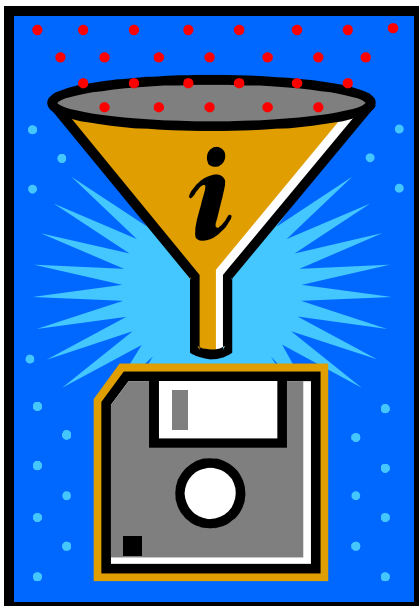
- ❖ Sometimes technology works well ☺ and sometimes it doesn't ☹ – go with the flow!
- ❖ Expectations can be very high, both from students and Instructors
- ❖ Often, operate in triage mode
- ❖ Check back frequently to make sure everything is running smoothly
- ❖ The technology is constantly changing so make sure to focus on understanding why you are teaching the way you do instead of the bells and whistles to use!

What We Are Planning for the Future:

Laurie - Putting more of her lesson plans and test instruments online to submit for peer-review in PRIMO:

<http://www.ala.org/ala/acrlbucket/is/iscommittees/webpages/emergingtech/primo/index.htm>

Janice - Upgrading the library's website to expand library instruction online. Reference Librarians are currently at work on a series of tutorials to cover a wide-range of reference questions and will all be released at the same time.



Further Reading
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Further Reading continued...

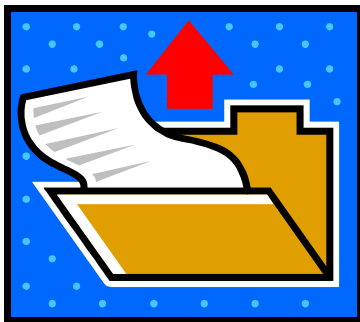
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