(Formerly known as the Georgia Conference on Information Literacy)

Sep 28th, 10:50 AM - 11:10 AM

Practice Makes Perfect: Creating Information Literacy Modules for Learning Management Systems

Paula L. Hickner
University of Kentucky, paula.hickner@uky.edu

Elizabeth J. Weisbrod
Auburn University Main Campus, weisbel@auburn.edu

Follow this and additional works at: https://digitalcommons.georgiasouthern.edu/gaintlit

Part of the Information Literacy Commons, and the Music Performance Commons

Practice Makes Perfect

Creating Information Literacy Modules for Learning Management Systems

Paula L. Hickner
University of Kentucky

Elizabeth J. Weisbrod
Auburn University

# Why Create an Online Tutorial?

- Reach students you may never talk to or see
- Enable students to participate actively in the learning process
- Students can repeat a tutorial as needed
- Encourages students to become independent learners
- Great for reaching ESL students, distance learners, shy freshmen

Why Create an Online Tutorial?

Can be accessed on multiple devices
      desktop or laptop computer
      iPad
      smart phone

Can be mounted on multiple platforms
      learning management systems
      LibGuides
      YouTube
      Vimeo
      library webpages
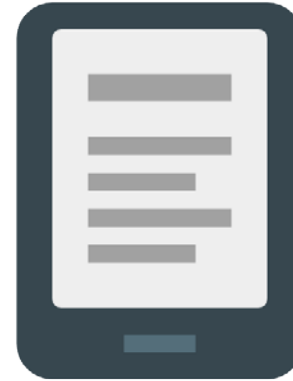
Tutorial software

- Variety of software is available
  - Captivate
  - iMovie
  - Camtasia
  - Panopto
  - PowerPoint

Time

    There is a learning curve

    A significant investment of time and energy

Support

    Do you have access to software through your institution?

    Is training available through your institution or online?

    Do you know a colleague who has created successful online tutorials?

Utility

    How will this tutorial be used?

    Is there a need for this?

The Downside

    Online tutorials go out of date quickly

Things to Consider

Getting Started

- Find a need to be addressed
  - Reference questions
  - FAQs
  - Focus groups

- Select the goal of the tutorial
  - Information Literacy Standards, the Framework

- Establish what you want to accomplish with the tutorial
  - Quick overview
  - More in-depth session

Different types of tutorials

Quick overview

- Addresses an immediate need
- Informational
- Small investment of time for learners
- Fewer interactive features
- More difficult to incorporate assessment into the tutorial

In-depth tutorial

- Online class
- Provide more opportunity to learn skills
- Longer investment of time for learners
- Include quizzes, other interactive features
- Incorporate assessment

Your Audience

- Beginners?

- Experienced users?

- How much knowledge do they have?

- If students are new, how much will they know about the library?
  - The library's website
  - Locations in the library

- Music students
  - Do they have a basic knowledge of music?
    - Basic music terms such as symphony, sonata, aria

Things to Consider When Working with Music Students

- Known-item searching predominates for scores and sound recordings

- Preferred search is by composer simply because title and uniform/preferred title searches are problematic
  - Must be aware of preferred titles and differences in searching a specific title versus a generic title
    - The Magic Flute vs. Die Zauberflöte
  - Must know key, opus number, instrumentation, arrangement, work number, thematic index number
    - Op. 7, BWV 1047, K. 622

- Immediate need for basic foreign language skills, most notably German, French, and Italian

Writing the Script

- State the goal of the tutorial
- Define why users should learn this skill (WIIFM)
- Clearly present each step
- Summarize the objective at the end

Writing the Script

- Use clear, simple language
- No jargon!
- Use only the minimum number of words necessary
- Use examples for every concept
- Use language designed to be spoken, not read
- Keep in mind the 'Curse of Knowledge'
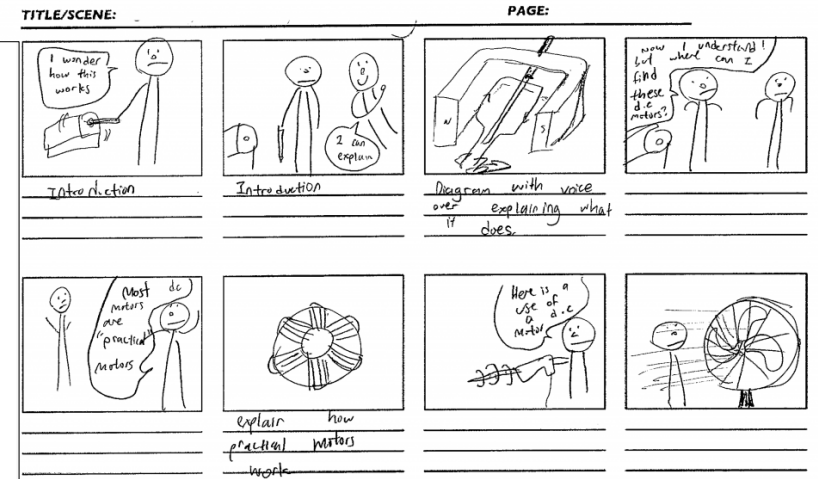
Storyboarding

Visualizes the pace and rhythm

Matches words to pictures

Reveals weaknesses in your script

Reveals problems early in the process

Screen Type: Content Screen with Animation	
Screen # 6	
Page Title	**Welcome!**
Audio Transcript	
Hello and welcome to the course! I'm Christine, your coach for the course.	
Onscreen Text	
Hello!	
Media	
Different poses of the coach synced with audio.	

Previous Link	Back	Next Link	Next

Source: http://mediacommons.psu.edu/wp-content/uploads/sites/3196/2013/07/template.png
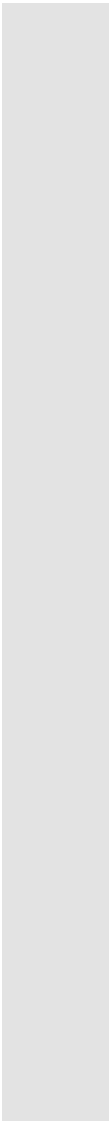
Design Principles

Create a tutorial that can be used by as many people as possible

- Incorporate different modalities for different types of learners
  - Text
  - Audio
  - Video
  - Visual cues

- Allow users to control navigation, speed

- Create different ways for learners to interact with tutorial

UDL ON CAMPUS · Universal Design for Learning in Higher Education. http://udloncampus.cast.org/home#.Was1v7J96Uk

Sounds, Images, and Words

- Use both text and images
  - Research shows more learning occurs when using both

- Use audio and visual elements
  - Learners process more when watching and listening
  - But don't read the words appearing on the screen

- Minimize distractions
  - Don't use animation unless it is essential to the understanding of a process
  - Keep clever transitions to a minimum!

Integrate Information

Follow these basic guidelines when using text and images

- Use pictures only when image is clearly related to the text
  - For static images use written text
  - For animated images use spoken text
- Sequencing
  - If image and text cannot be presented simultaneously, place the image before the text
- Avoid "redundancy across modalities"
  - Do not use written text that duplicates spoken text combined with images

Signaling and Cueing

- Use these devices to indicate important concepts

  - Spoken text

  - **Colors**

  - Arrows

  - Boxes, shapes, or callouts

- Special effects
  - Use sparingly!

Assessment

- Pre-release evaluation
  - Usability testing
  - Focus groups
  - Colleagues

- Post-release evaluation
  - Pre- and post-tests
  - Survey
  - Usage statistics
  - Provide an address for feedback
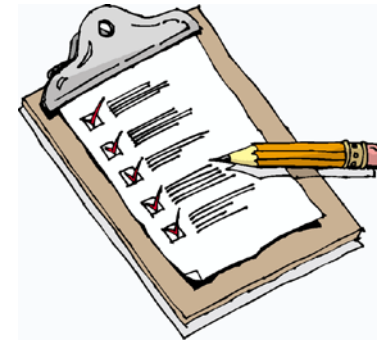
Questions?

Paula L. Hickner
paula.hickner@uky.edu

Liza Weisbrod
weisbel@auburn.edu

Blummer, Barbara A., and Olga Kritskaya. 2009. "Best Practices for Creating an Online Tutorial: A Literature Review." *Journal of Web Librarianship* 3 (3): 199–216. doi:10.1080/19322900903050799.

Bombaro, Christine. 2016. "Writing the Scripts for Interactive Library Skills Tutorials." *LOEX Quarterly* 42 (4): 4–6. http://commons.emich.edu/loexquarterly/vol42/iss4/3

Bowles-Terry, Melissa, Merinda Kaye Hensley, and Lisa Janicke Hinchliffe. 2010. "Best Practices for Online Video Tutorials in Academic Libraries: A Study of Student Preferences and Understanding." *Communications in Information Literacy* 4 (1): 17–28. https://www.ideals.illinois.edu/handle/2142/18671.

Kern, Verletta. 2013. "Actions Speaking Louder Than Words: Building a Successful Tutorials Program at the University of Washington Libraries." *Fontes Artis Musicae* 60 (3): 155–62.

Richard E. Mayer (Ed.). (2014). *The Cambridge Handbook of Multimedia Learning* (2nd ed.). New York: Cambridge University Press.

Rapchak, Marcia E. 2017. "Is Your Tutorial Pretty or Pretty Useless? Creating Effective Tutorials with the Principles of Multimedia Learning." *Journal of Library & Information Services in Distance Learning* 11 (1–2): 68–76. https://doi.org/10.1080/1533290X.2016.1226579.

Slebodnik, Maribeth, and Catherine Fraser Riehle. 2009. "Creating Online Tutorials at Your Libraries: Software Choices and Practical Implications." *Reference & User Services Quarterly* 49 (1): 33–51.

Weeks, Thomas, and Jennifer Putnam Davis. 2017. "Evaluating Best Practices for Video Tutorials: A Case Study." *Journal of Library & Information Services in Distance Learning* 11 (1–2): 183–95. doi:10.1080/1533290X.2016.1232048.

Bibliography