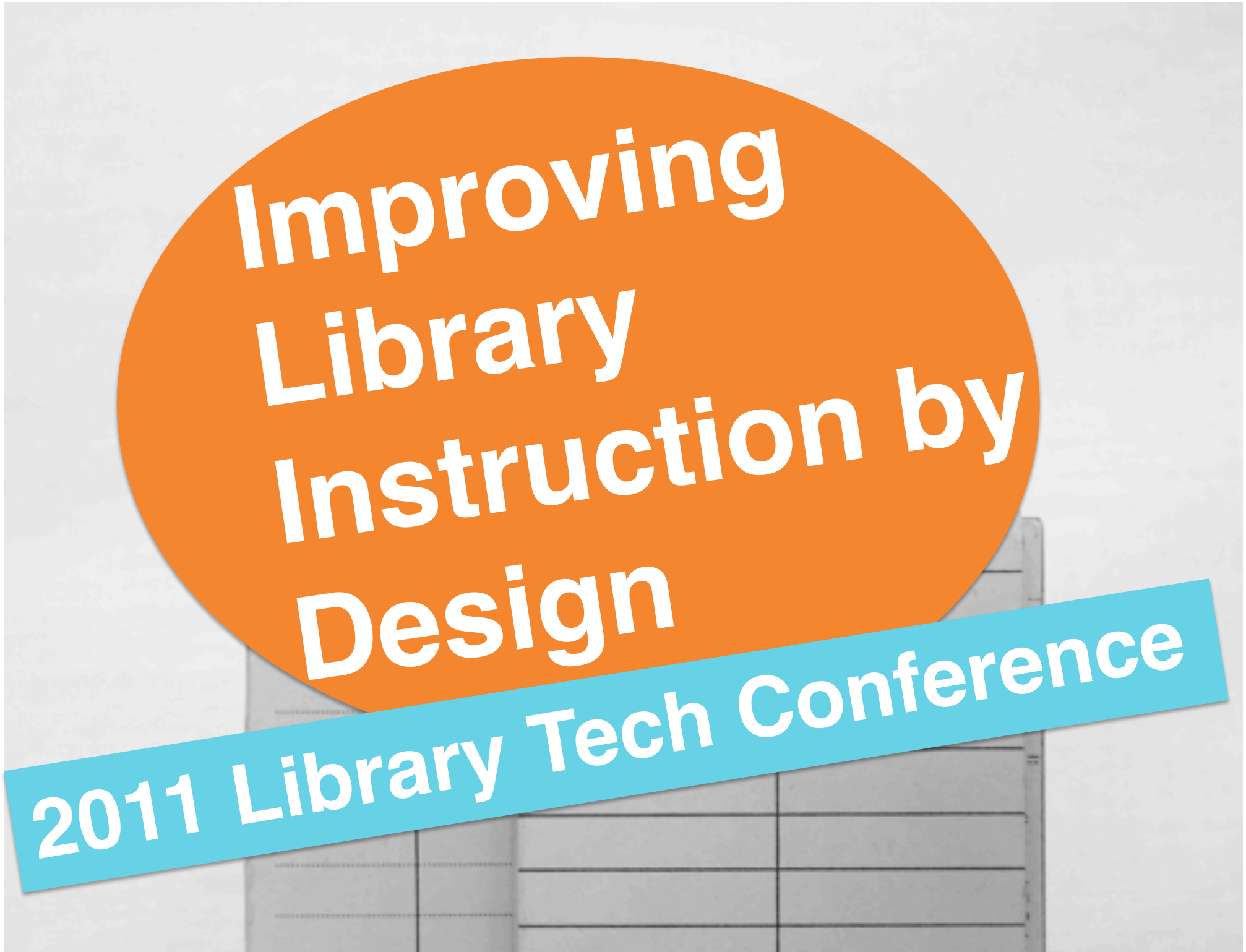
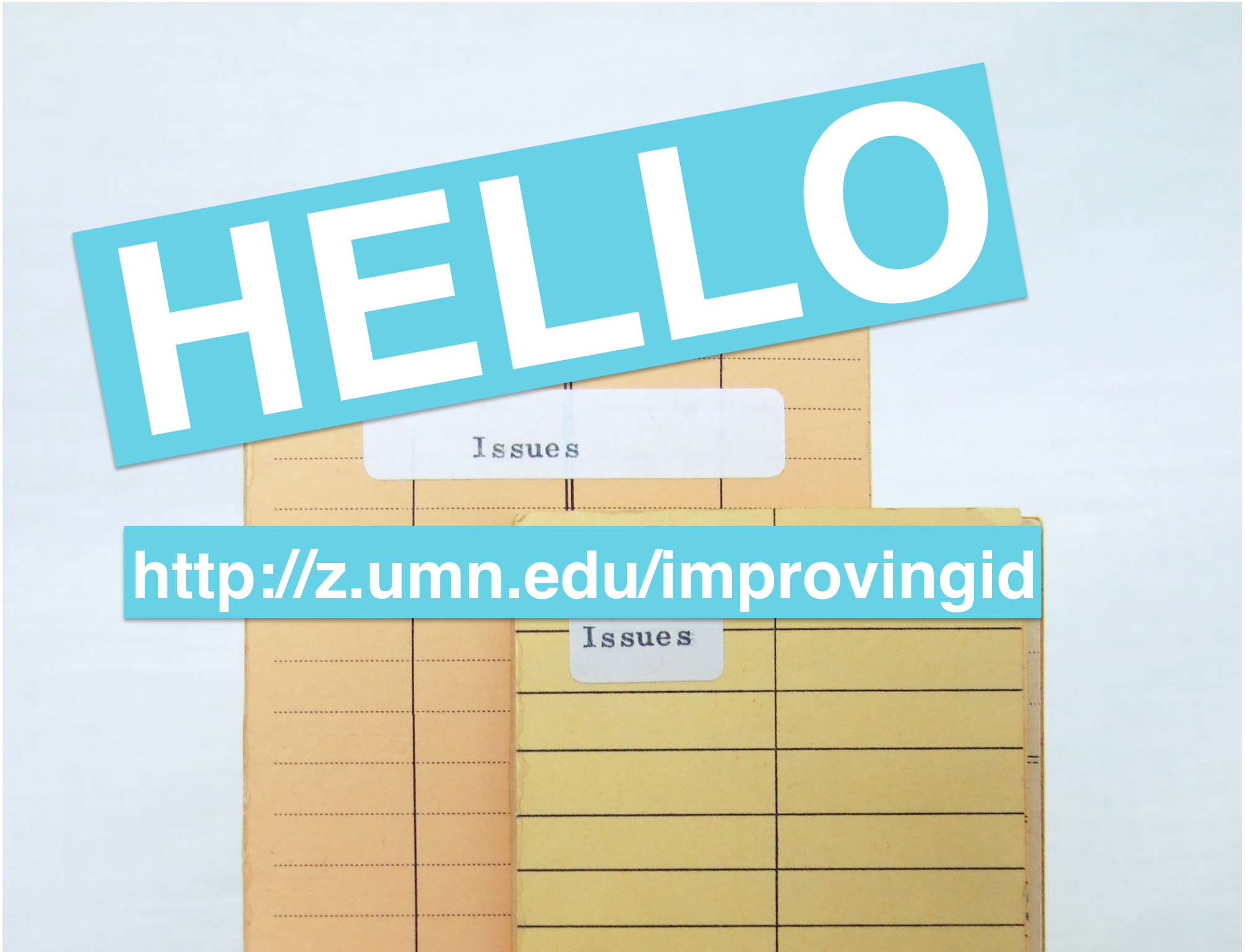

Improving Library Instruction by Design
2011 Library Tech Conference


HELLO
Issues
http://z.umn.edu/improvingid
Issues

UNIVERSITY OF MINNESOTA

LIBRARIES

information literacy librarian

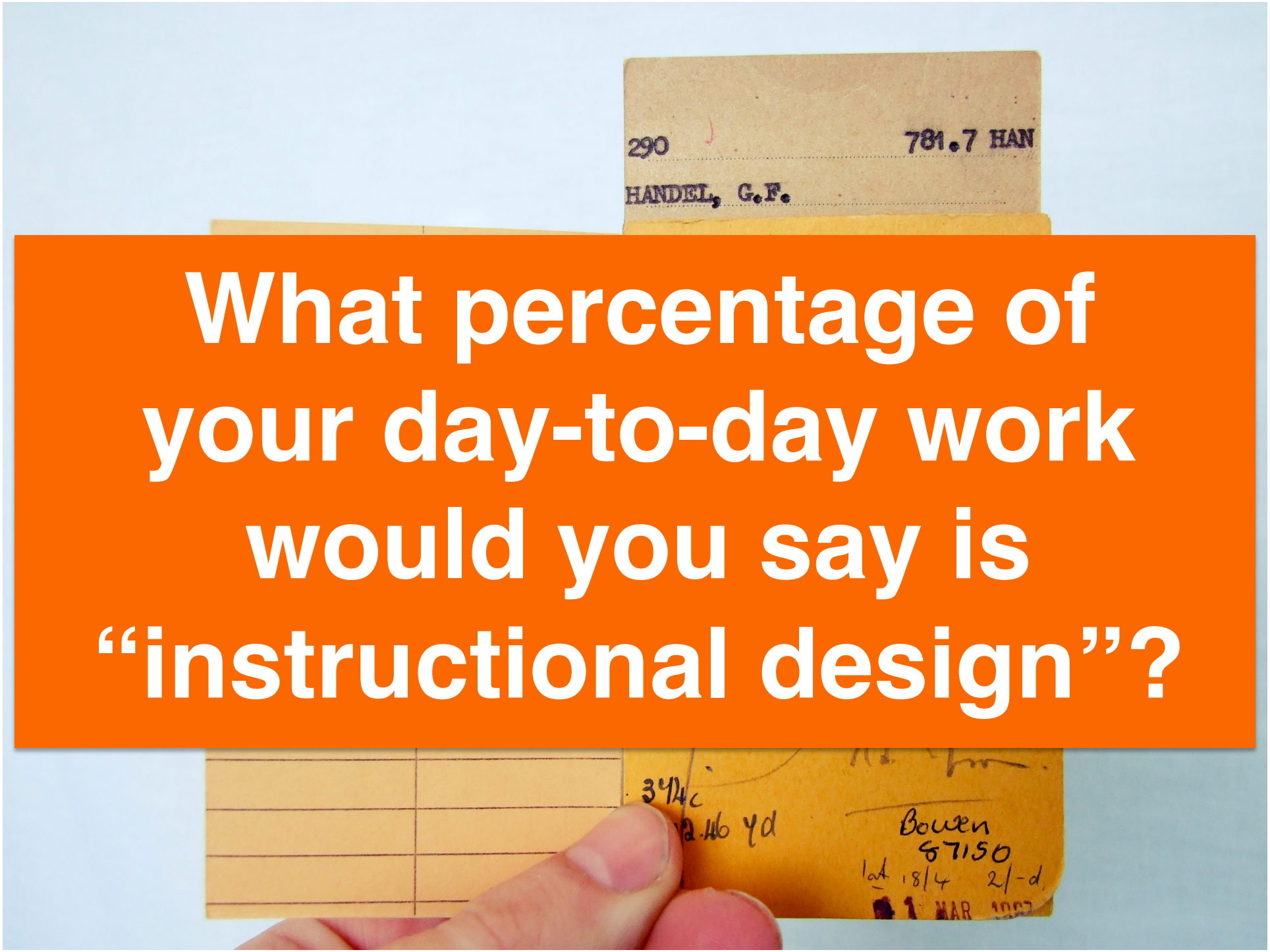
KATE Peterson

instructional designer

PAUL Zenke


290
781.7 HAN
HANDEL, G.F.
22762
781.7 FRA
FRANCK, C.
We are
interested in you.
Jamieson
DE 16
Sims
Bowen
87150

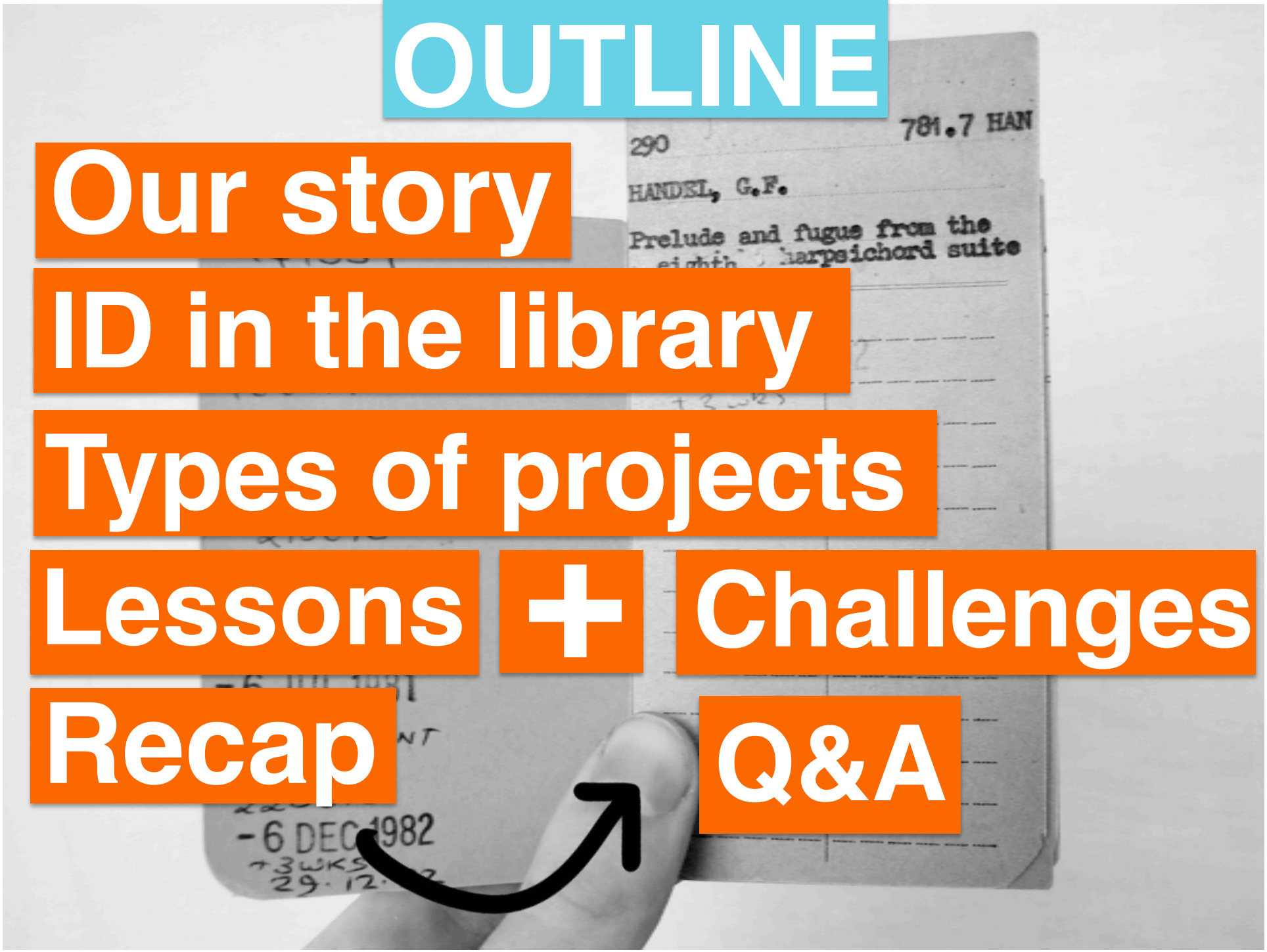

290
781.7 HAN
In one word, describe your instructional design training in Library school?



What percentage of your day-to-day work would you say is “instructional design”?

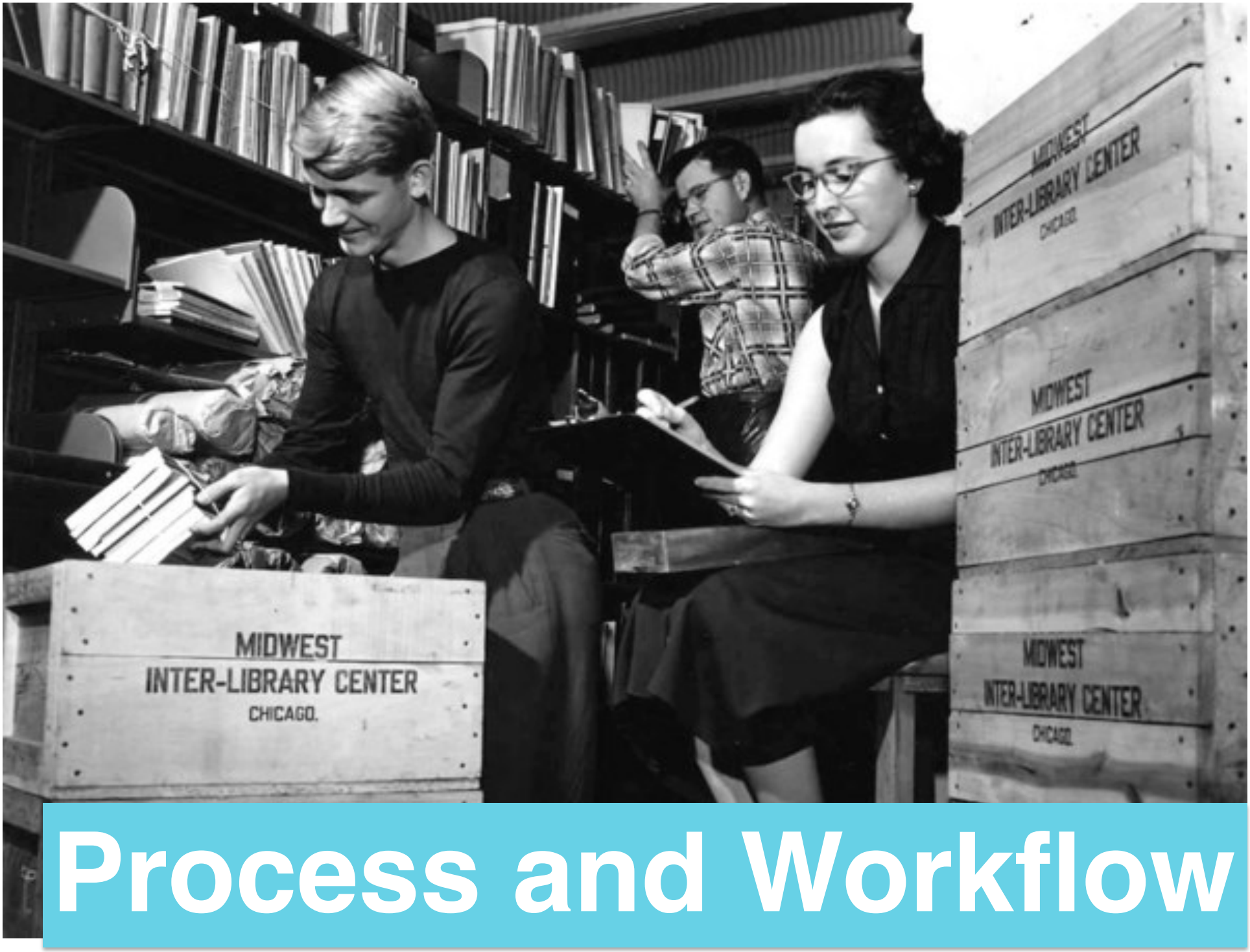
OUTLINE

- Our story
- ID in the library
- Types of projects
- Lessons + Challenges
- Recap
- Q&A



Building Our Case

Long Road to Hiring



Process and Workflow

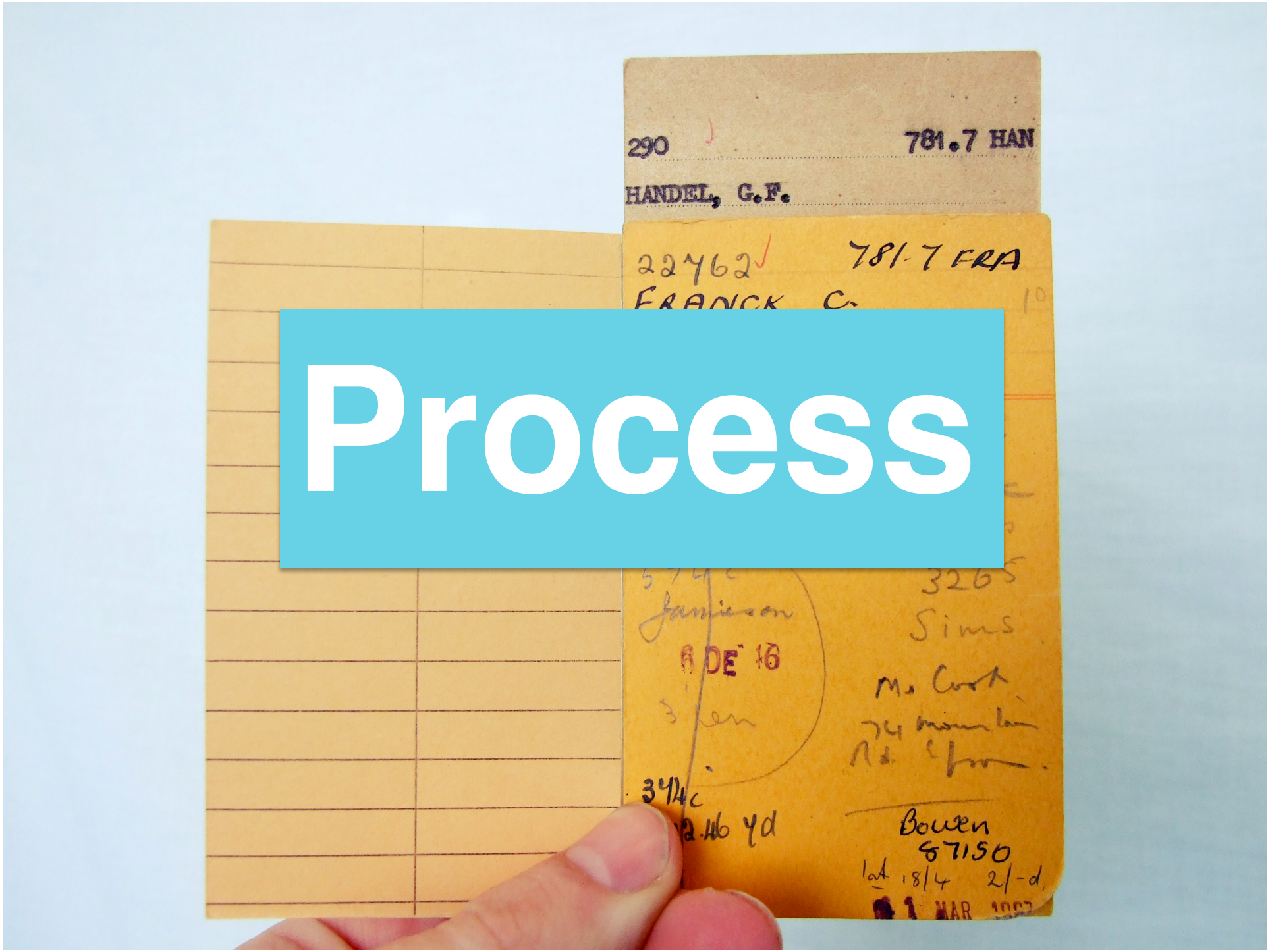

WE CAN GET YOU
ANY BLOOMIN' BOOK
#ALMOST


1923

2011


WE CAN GET YOU
ANY BLOOMIN' BOOK

Instructional designers help support student learning through the effective use of academic technology.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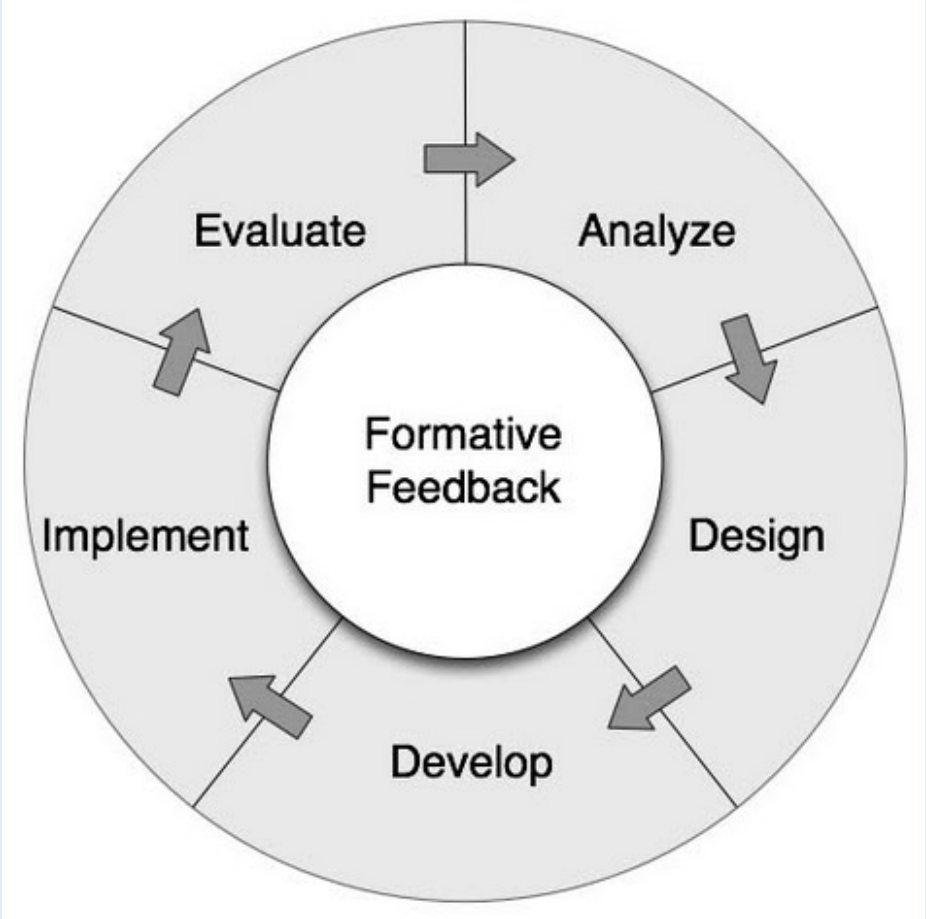
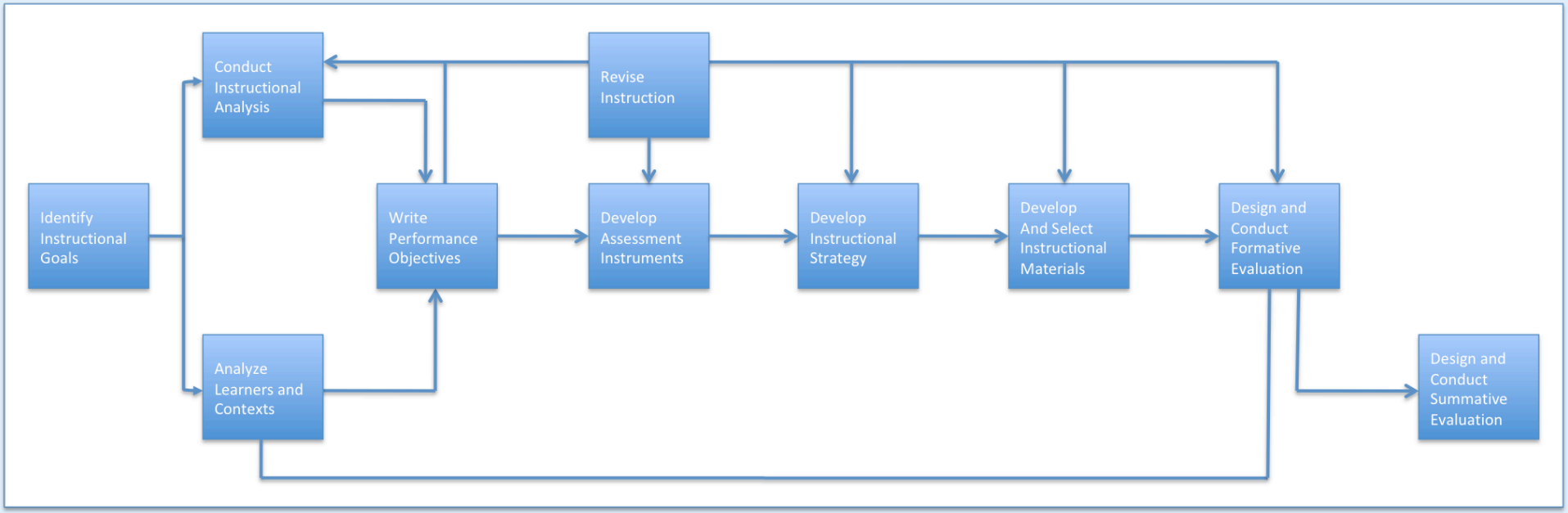
781.7 HAN
HANDEL, G.F.
22762
781-7 FRA
Process

MODELS



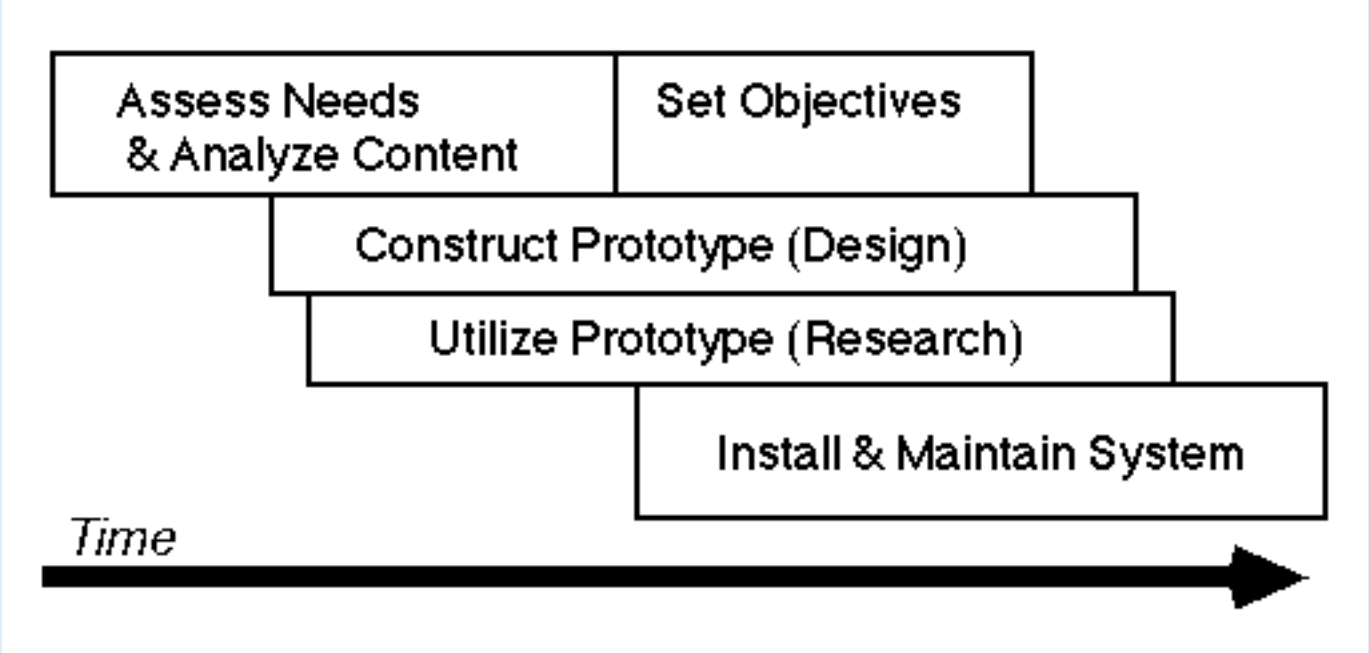
ADDIE

MODELS

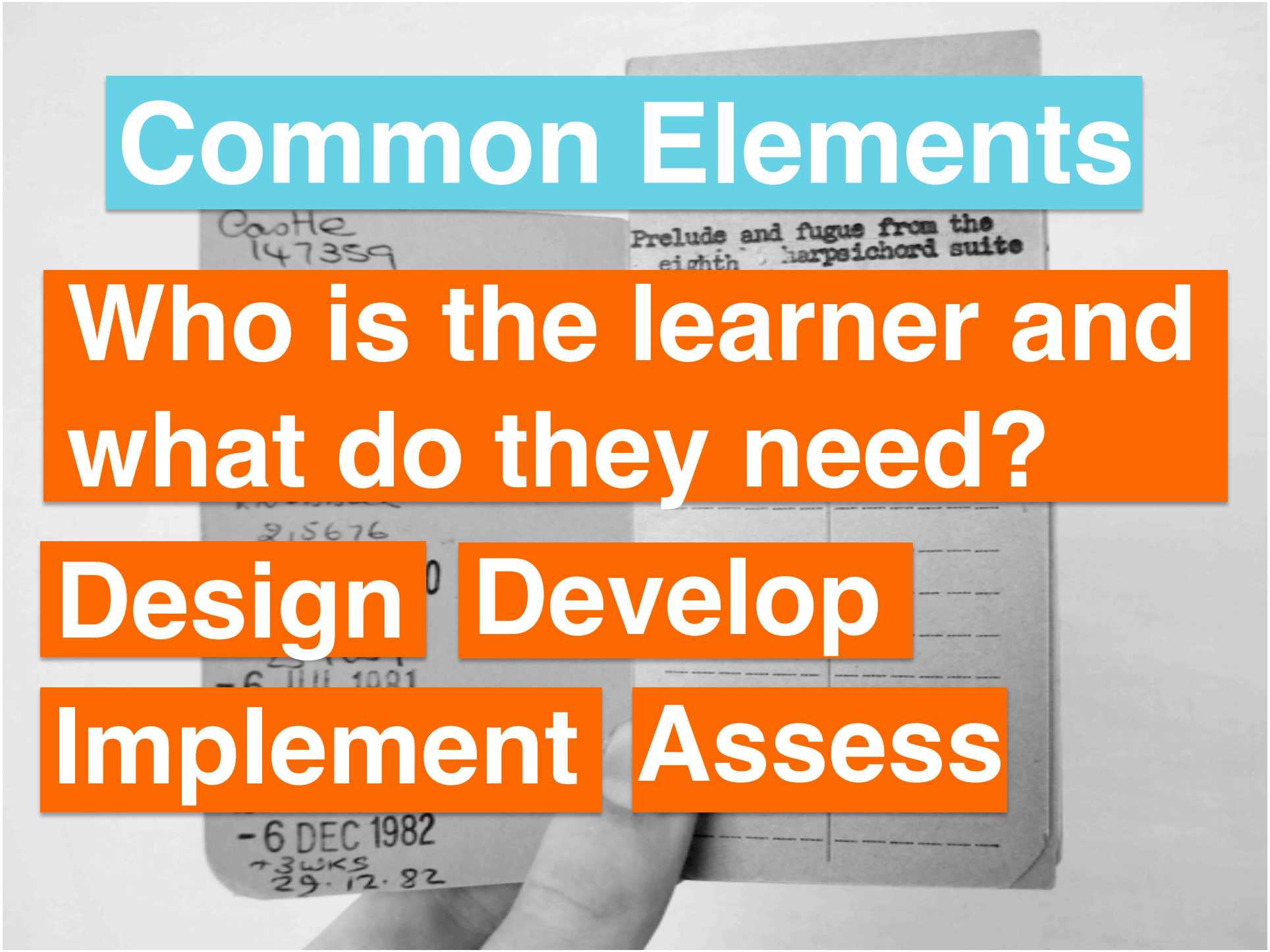


DICK & CAREY

MODELS

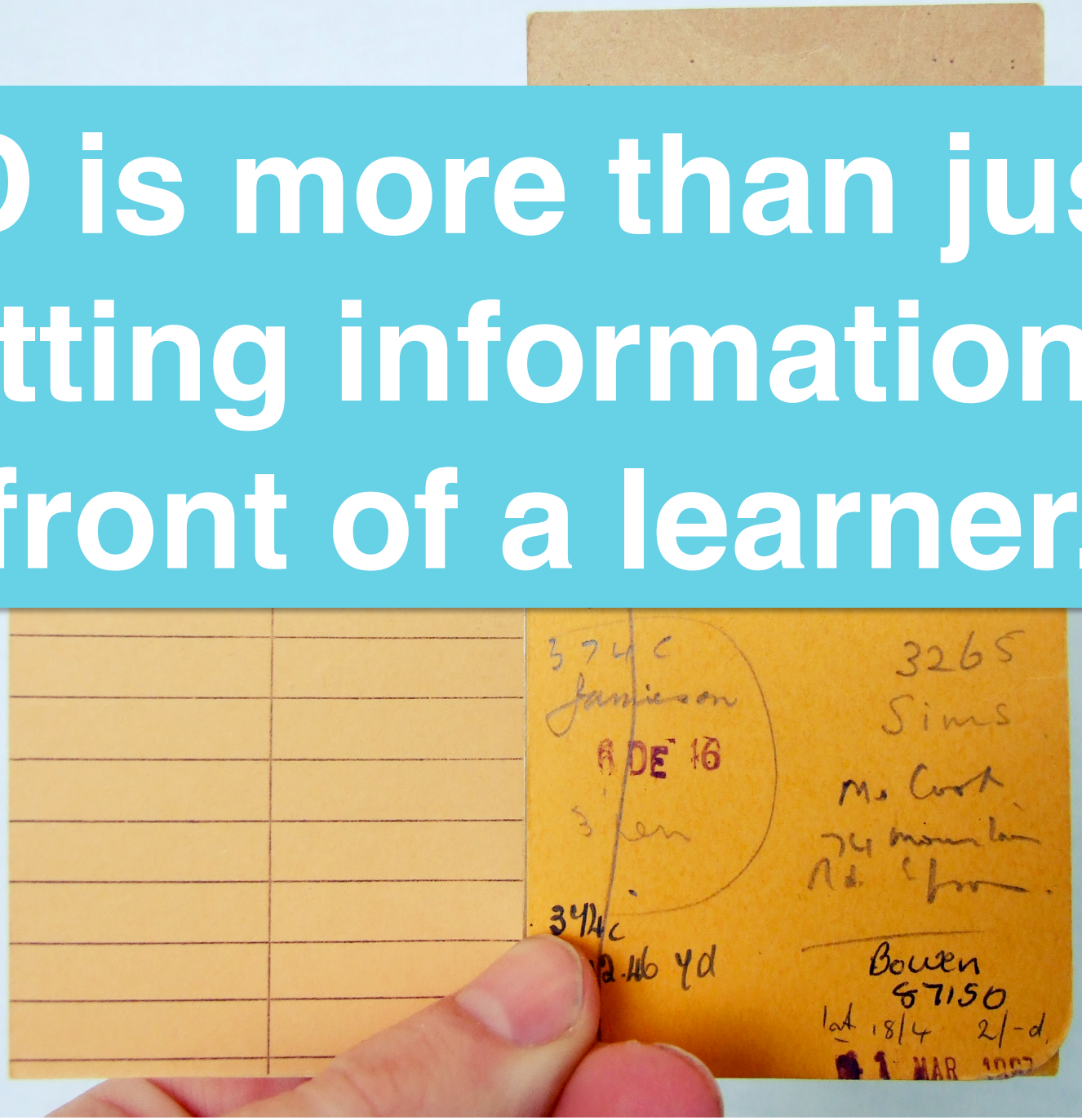


RAPID PROTOTYPING


Common Elements
Who is the learner and what do they need?
Design
Develop
Implement
Assess

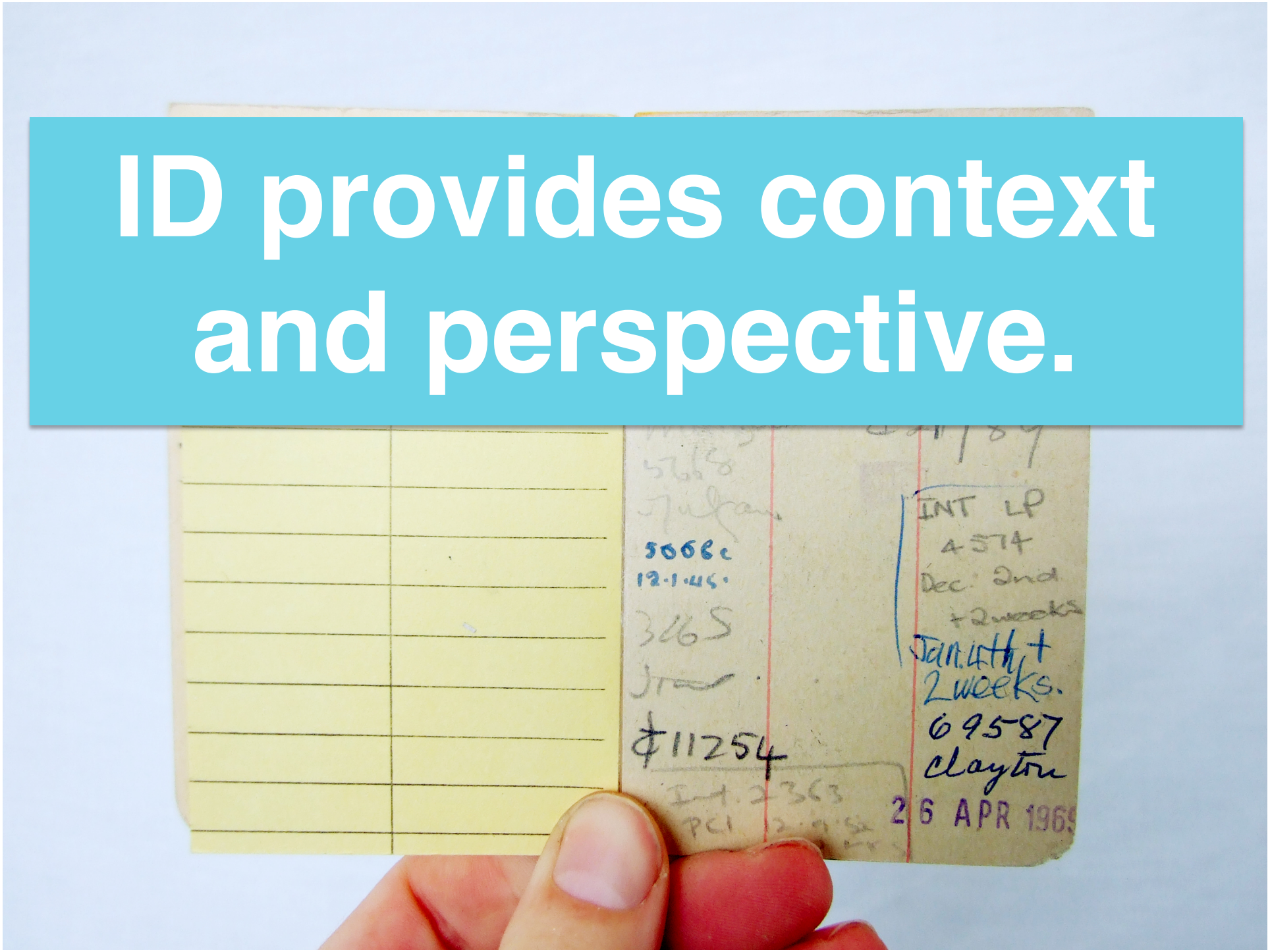

5
useful things for librarians to know about instructional design
Tom Kuhlmann

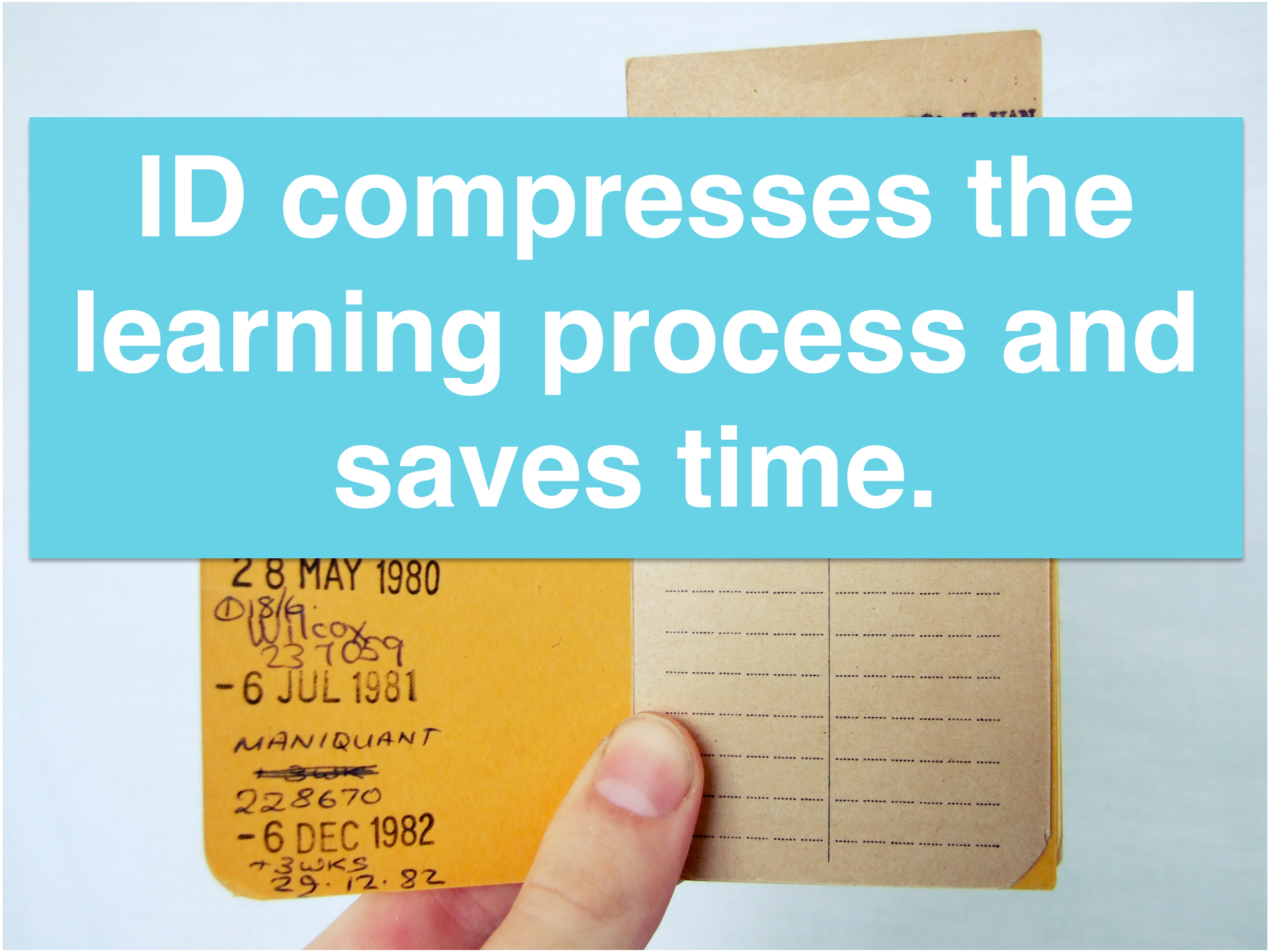
ID is more than just putting information in front of a learner.




ID has clear goals and gets learners focused on the right things.
28 MAY 1980
18/9
Wilcox
23 7059
-6 JUL 1981
MANIQUANT
228670
-6 DEC 1982
+3WKS
29.12.82

ID provides context and perspective.



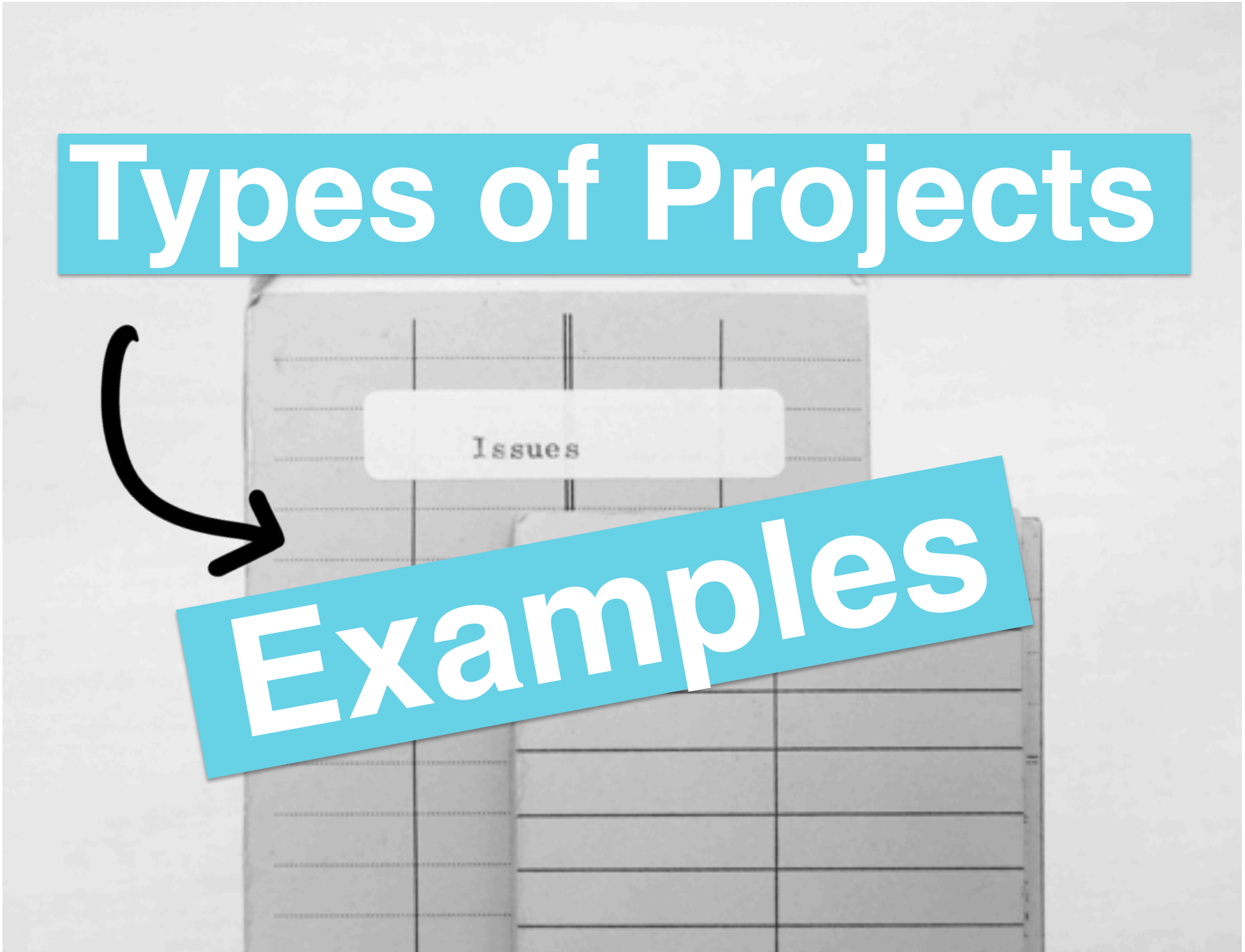


ID compresses the learning process and saves time.


ID engages learners with clear and meaningful content.
26 AUG 1983
-6 DEC 1982
+ 3 wks
29. 12. 82.

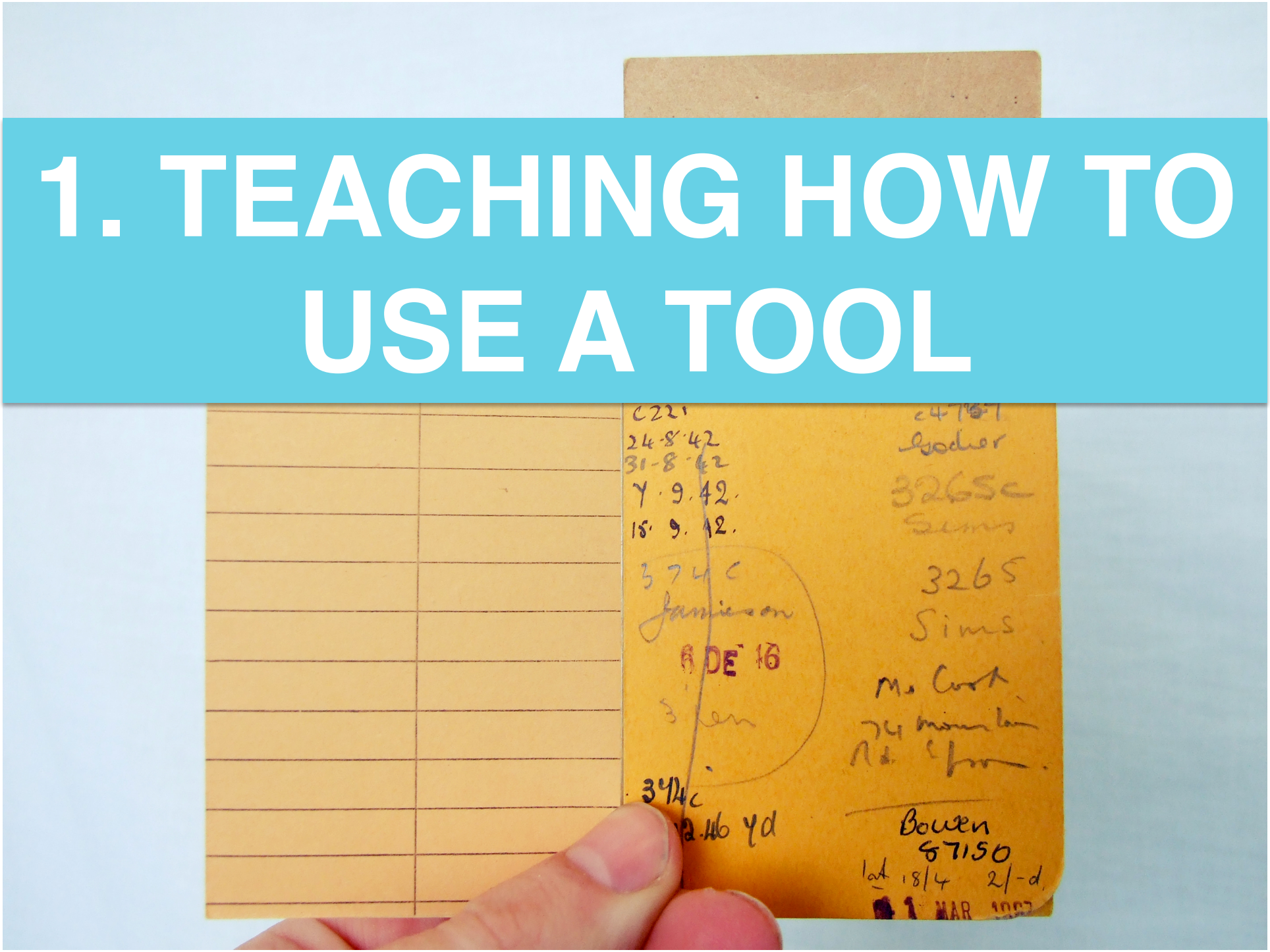

ID helps increase the scale of delivery.
26 AUG 1983
-6 DEC 1982
+ 3 wks

Types of Projects



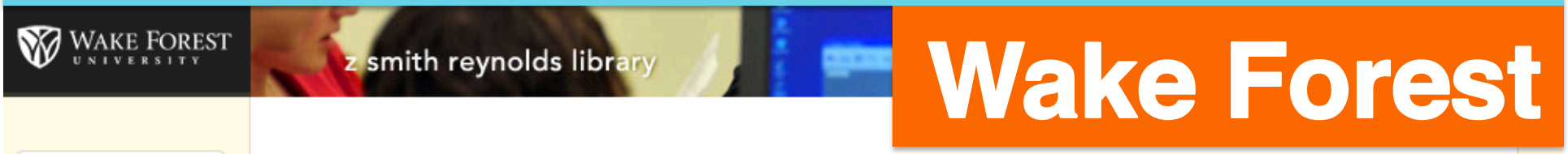
Examples

1. TEACHING HOW TO USE A TOOL



1. TEACHING HOW TO USE A TOOL

1. TEACHING HOW TO USE A TOOL



Questions? Ask.

THE LIBRARY
Study Rooms
Library Toolkit
Course Reserves
Citation Guides
The Bridge

THE UNIVERSITY
WFU Home
Google Mail
Sakai
WakeStudent
WIN

Toolkit

Search

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BROWSE THE TOOLKIT

addin advanced articles barnes basic beginner bibliography books boolean catalog circulation citation citations courses database databases dvds ebook education ereserves eric evaluation fulltext google intermediate introduction journals keyword kindle lcsh librarian limit microsoft noble nook offsite personalize plugin primarysources print proquest psychology psycinfo reader religion renew reserves search searching smartboard sociology sony technology thesaurus touch truncation webofscience websites word zotero

› Browse all tools ‹

WHAT'S NEW

Overview of the Nook Ereader
This video gives a basic overview of the Barnes & Noble ebook reader. Time: 2:16.

Overview of the Sony Touch Reader
This video gives a basic overview of the features on the Sony Touch Reader. Time: 2:37.

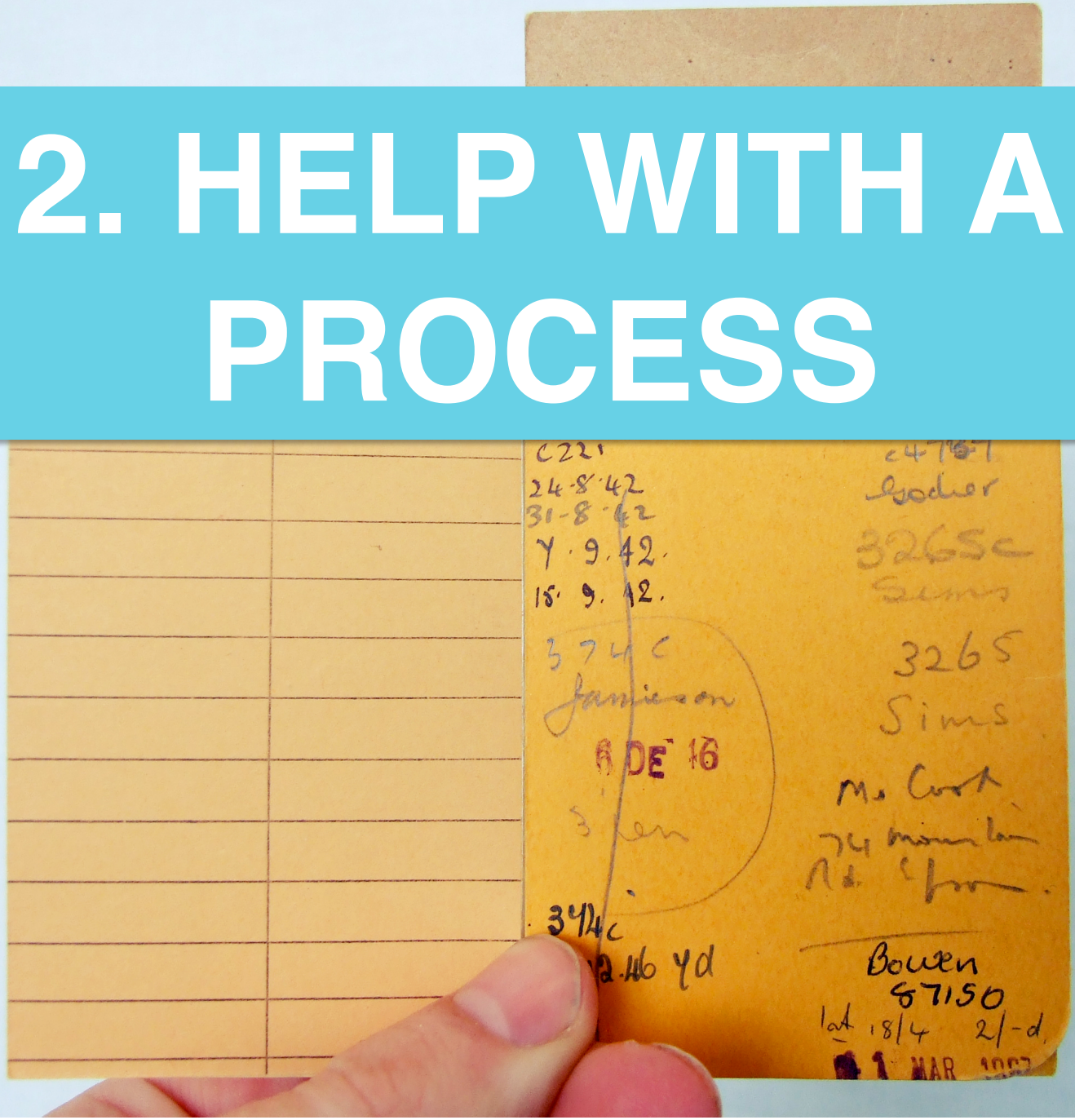
Overview of the Kindle Reader
This video gives a basic overview of the Kindle Reader. Time: 2:20.

Ebooks Readers Available From the Bridge

WHAT'S POPULAR

1. What to Do When Full Text Doesn't Work
2. Find the newest DVDs
3. Better Search Results with Boolean Searching
4. Getting Started with Web Evaluation
5. Deciding Which Full Text Options to Use
6. Quick Pick Databases
7. Renewing Books and DVDs Online

2. HELP WITH A PROCESS



2. HELP WITH A PROCESS

Intro to Library Research 1:
Evaluating Sources

UMN

Exercise: Apply the Criteria to a Source

Your course:
Public Health 1002

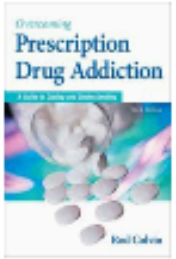
Your paper topic:
Abuse of prescription drugs and ways to treat it

Assignment:
Apply the criteria (timeliness, perspective / intent, and authority) to the sources.

Your Source: →

SOURCE 1

Book



Title: *Overcoming Prescription Drug Addiction: A Guide to Coping and Understanding*, 3rd edition

Publication Date: 2008

Author: Rod Colvin

About the author: Rod Colvin holds a bachelor of arts degree from Washburn University, Topeka, Kansas, and a master of science degree in counseling psychology from Emporia State University, Emporia, Kansas. From 2003 to 2005, Colvin served on an advisory commission to the National Center for Addiction and Substance Abuse, Columbia University , New York.

Description: The author, whose brother died at age 35 from abusing painkillers and tranquilizers, relates

Question 1 of 6

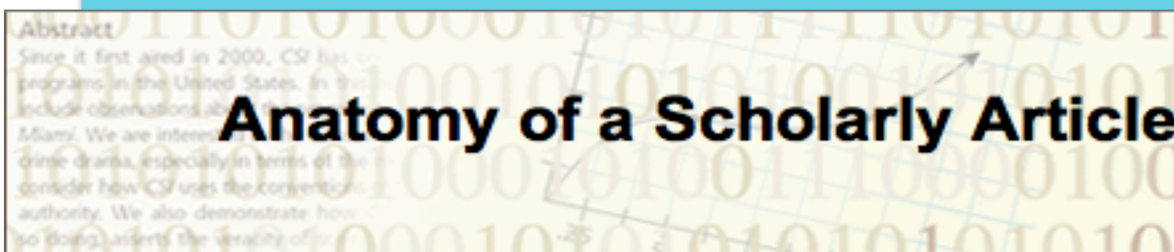
Is timeliness important for this topic?

YES

NO

2. HELP WITH A PROCESS

NC STATE U



Anatomy of a Scholarly Article

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A Cognitive Model for the Representation and Acquisition of Verb Selectional Preferences

Afra Alishahi
Department of Computer Science
University of Toronto
afra@cs.toronto.edu

Suzanne Stevenson
Department of Computer Science
University of Toronto
suzanne@cs.toronto.edu

Abstract

We present a cognitive model of inducing verb selectional preferences from individual verb usages. The selectional preferences for each verb argument are represented as a probability distribution over the set of semantic properties that the argument can possess—a *semantic profile*. The semantic profiles yield verb-specific conceptualizations of the arguments associated with a syntactic position. The proposed model can learn appropriate verb profiles from a small set of noisy training data, and can use them in simulating human plausibility judgments and analyzing implicit object alternation.

1 Introduction

Verbs have preferences for the semantic properties

over all the classes that can occur in that position. Resnik's model was proposed as a model of human learning of selectional preferences that made minimal representational assumptions; it showed how such preferences could be acquired from usage data and an existing conceptual hierarchy. However, his and later computational models (see Section 2) have properties that do not match with certain cognitive plausibility criteria for a child language acquisition model. All these models use the training data in "batch mode", and most of them use information theoretic measures that rely on total counts from a corpus. Therefore, it is not clear how the representation of selectional preferences could be updated incrementally in these models as the person receives more data. Moreover, the assumption that children have access to a full hierarchical representation of semantic classes may be too strict. We propose an alternative view in this paper which is more plausi-

Alternating verbs		Non-alternating verbs	
write	0.61	*hang*	0.56
sing	0.67	*wear*	0.71
drink	0.67	*say*	0.75
eat	0.74	*catch*	0.76
play	0.74	*show*	0.77
pour	0.76	*make*	0.78
watch	0.77	*hit*	0.78
pack	0.78	*open*	0.81
steal	0.80	*take*	0.83
push	0.80	*see*	0.87
call	0.80	*like*	0.87
pull	0.80	*get*	0.87
explain	0.81	*find*	0.87
read	0.82	*give*	0.88
hear	0.87	*bring*	0.89
		want	0.89
		put	0.90
Mean:	0.76	Mean:	0.81

Figure 6: Similarity with the base profile for Alternating and Non-alternating verbs.

than verbs with stronger preferences. We use the cosine measure to estimate the similarity between two profiles p and q:

$$\text{cosine}(p, q) = \frac{p \times q}{||p|| \times ||q||} \quad (9)$$

The similarity values for the Alternating and Non-alternating verbs are shown in Figure 6. The larger values represent more similarity with the base profile, which means a weaker selectional preference. The means for the Alternating and Non-alternating verbs were respectively 0.76 and 0.81, which confirm the hypothesis that verbs participating in implicit object alternations select more strongly for the

profiles during the course of learning, and compare it with child data for different age groups, as we do with semantic roles (Alishahi and Stevenson, 2007). We have shown that the model can predict appropriate semantic profiles for a variety of verbs, and use these profiles to simulate human judgments of verb-argument plausibility, using a small and highly noisy set of training data. The model can also use the profiles to measure verb-argument compatibility, which was used in analyzing the implicit object alternation.

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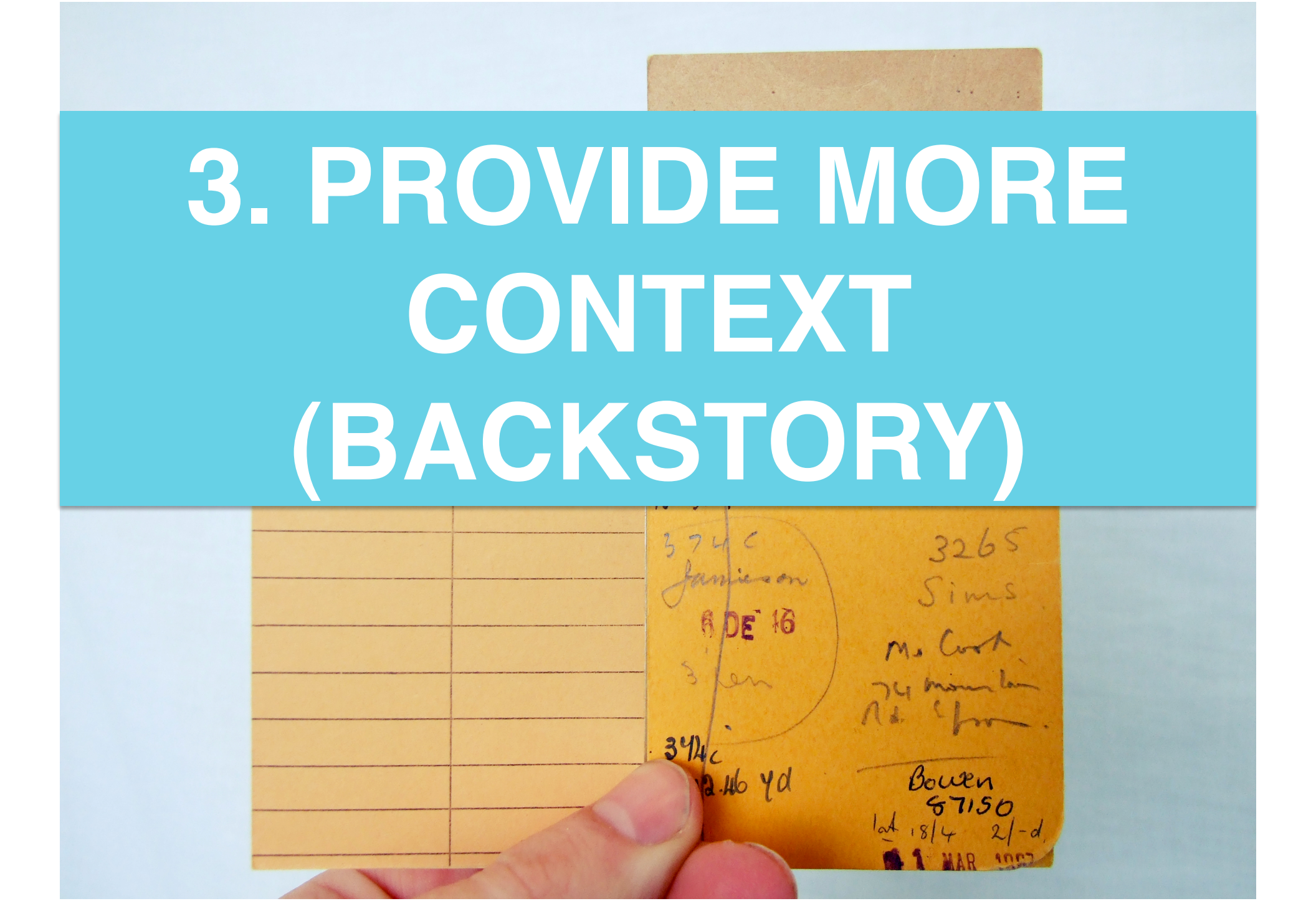
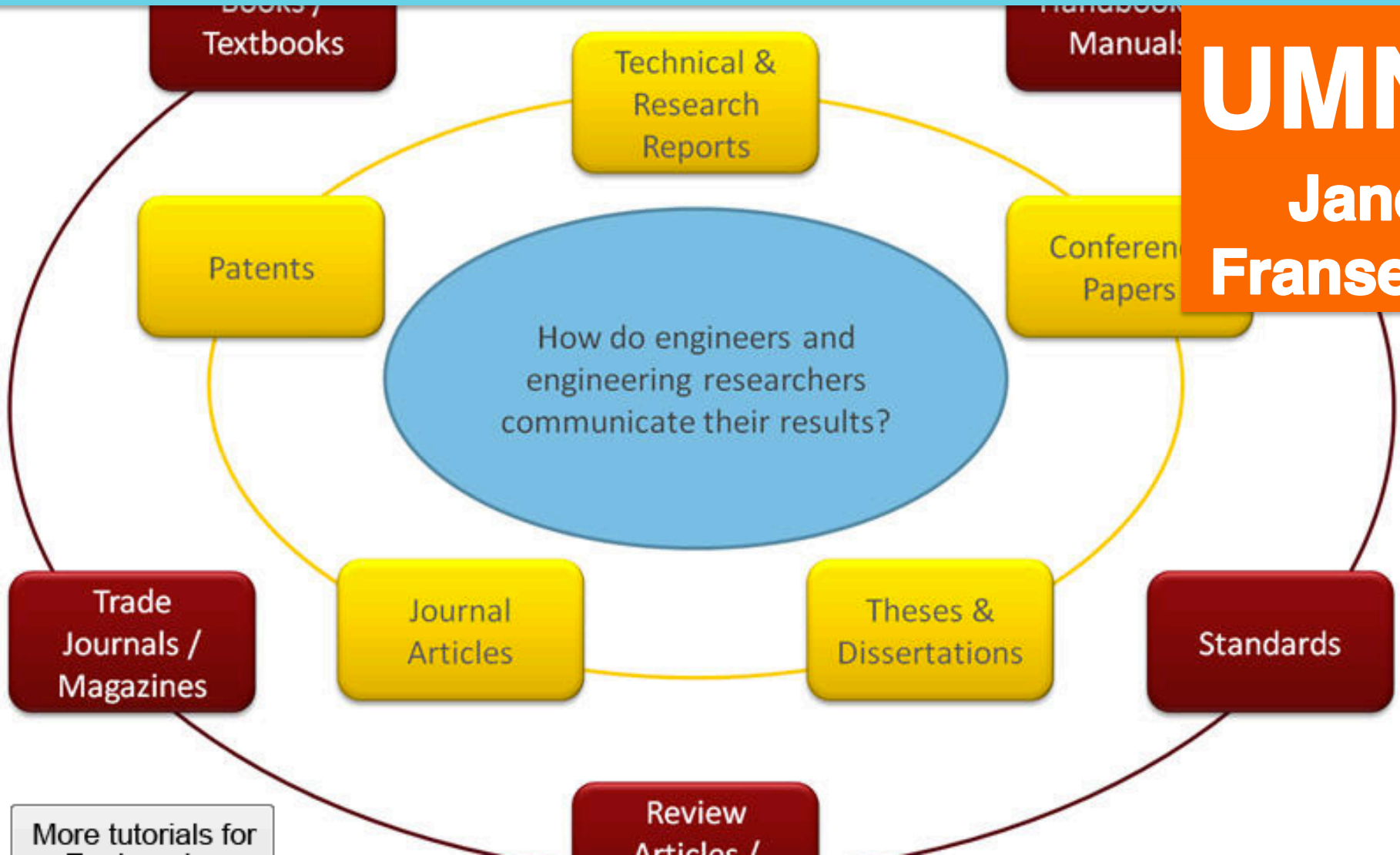
Holmes, V. M., Stowe, L., and Cupples, L. (1989). Lexical expectations in parsing complement-verb sentences. *Journal of Memory and Language*, 28:668–689.

3. PROVIDE MORE CONTEXT (BACKSTORY)



3. PROVIDE MORE CONTEXT



UMN
Janet Fransen

More tutorials for

3. PROVIDE MORE CONTEXT

Which is more expensive?

You might be surprised at how the prices of journal subscriptions compare to the costs of other items. Roll your mouse over the picture of the item you think is more expensive in each pair.

VANDERBILT

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A plasma TV or *Surface Science*?

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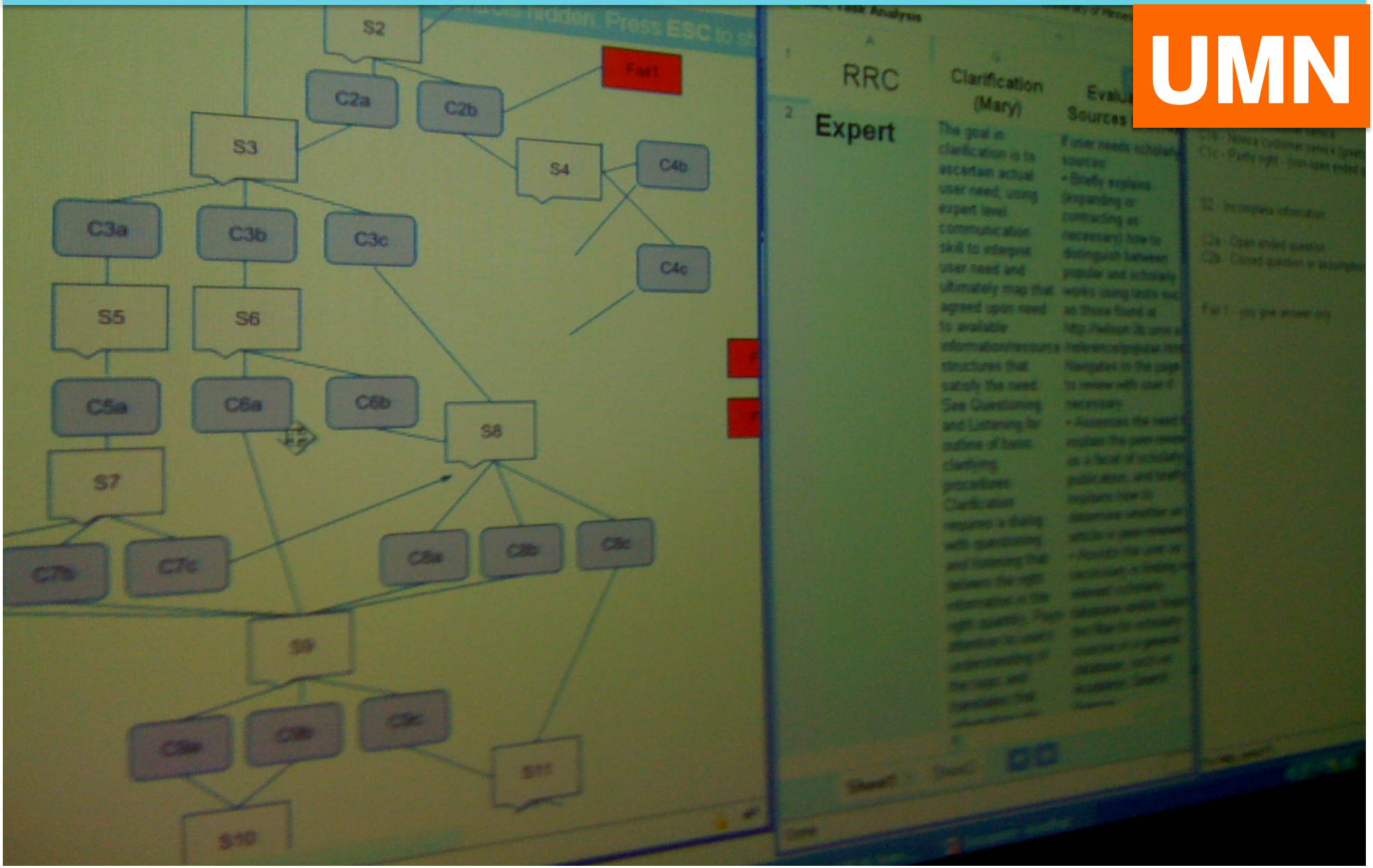
4. TRAIN STAFF



4. TRAIN STAFF

CARNEGIE MELLON

I'll Get It!

GV
1469.15
CMLA
2007

You are a student who must help his peers to identify a variety of research materials. Use your mouse to pick up their requests. Then use the catalog to look for helpful resources.

Do your best to help them quickly finish their research with the best tools for the job.

4. TRAIN STAFF

4. TRAIN STAFF

CARNEGIE MELLON

Within Range

GV
1469.15
CMLA.2
2007

Shelve books in correct order to learn how information is organized and categorized using the Library of Congress Classification System.

Use the mouse cursor to pick up titles and place them in their correct location by hovering over the other books on the shelf.

4. TRAIN STAFF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22762
781.7 FRA
FRANCK, C.
Lessons


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HANDEL, G.F.
Prelude and fugue from the
eighth harpsichord suite
Vaughan
Castle
147359
21 MAR 1979
18/9
Wilcox
237059
-6 JUL 1981
MANIQUANT
228670
-6 DEC 1982
+3WKS
29.12.82

Challenges

Recap

Our story

ID in the library

Types of projects

Lessons + Challenges


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THANK YOU

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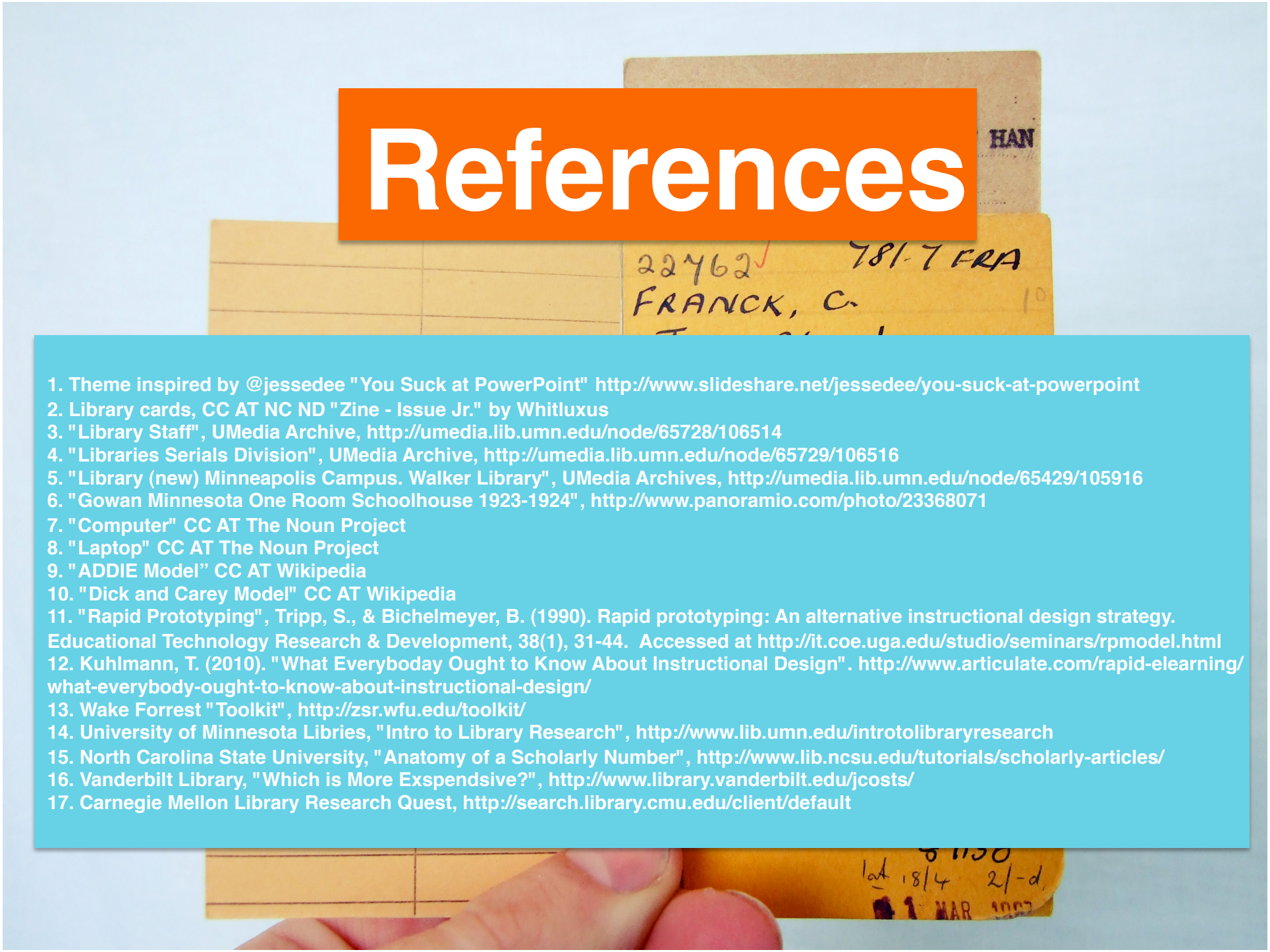
KATE Peterson

pfzenke@umn.edu

PAUL Zenke

References



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3. "Library Staff", UMedia Archive, http://umedia.lib.umn.edu/node/65728/106514
4. "Libraries Serials Division", UMedia Archive, http://umedia.lib.umn.edu/node/65729/106516
5. "Library (new) Minneapolis Campus. Walker Library", UMedia Archives, http://umedia.lib.umn.edu/node/65429/105916
6. "Gowan Minnesota One Room Schoolhouse 1923-1924", http://www.panoramio.com/photo/23368071
7. "Computer" CC AT The Noun Project
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9. "ADDIE Model" CC AT Wikipedia
10. "Dick and Carey Model" CC AT Wikipedia
11. "Rapid Prototyping", Tripp, S., & Bichelmeyer, B. (1990). Rapid prototyping: An alternative instructional design strategy. Educational Technology Research & Development, 38(1), 31-44. Accessed at http://it.coe.uga.edu/studio/seminars/rpmodel.html
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