A decorative graphic featuring a large, light blue dashed circle that frames the central text. Various solid-colored circles in shades of teal, green, yellow, orange, and pink are scattered around the page. Some circles are solid, while others are dashed outlines. A large teal ring is in the top left, a yellow ring is in the bottom right, and a green ring with a white center is in the bottom left.

Creating (and  
updating)  
learning objects  
with intention

# Northeastern University Library Online Learning Team



**Anaya Jones**

She/her

Accessibility and Online Learning  
Librarian

[ana.jones@northeastern.edu](mailto:ana.jones@northeastern.edu)



**Dina Meky**

She/her

Global Campus Outreach and  
Online Learning Librarian

[d.meky@northeastern.edu](mailto:d.meky@northeastern.edu)



**Lindley Homol**

She/her

Head of Global Campus  
Outreach and Online Learning

[L.Homol@northeastern.edu](mailto:L.Homol@northeastern.edu)



## Setting the stage

- © Over 40 interdisciplinary tutorials, created since 2017
- © Tutorials were updated annually to fix outdated screenshots, but had not had a thorough content review since initial publication
- © Video captions missing or incorrect as updates occurred

A decorative background featuring various colored circles and dashed lines. The colors include orange, yellow, pink, green, and teal. The dashed lines are in light blue and yellow. The circles vary in size and some have solid colors while others are dashed.

# 1

Implementing a tutorial  
review process

**What worked, what didn't, and where  
we go from here**

# Timeline

## September 2021-August 2022

Tutorial working group pauses meeting for busy teaching months of Sept.-Oct.

Librarians are assigned in pairs to conduct a close review of one tutorial and provide recommendations for improvement

Head of Global Campus Outreach begins making recommended changes to remaining tutorials and bringing them to the group for feedback at monthly meetings.

SEP

OCT

NOV

DEC

JAN

FEB

MAR

APR

MAY

JUN

JUL

AUG

Group reconvenes to conduct annual review of new tutorials we'd like to prioritize. Idea of implementing annual review of existing tutorials is presented.

Group reconvenes and each duo presents their recommendations during meetings in Feb. and March. Three review groups elected to continue working to significantly redo their tutorials.

Accessibility Librarian re-records, captions, and creates transcripts for updated video tutorials



November  
2021

- ◎ Seven tutorials were in the initial review cycle
  - ◎ How do I choose a research topic?
  - ◎ How do I develop a research question?
  - ◎ How do I choose keywords?
  - ◎ Six quick tips for improving your search results
  - ◎ Five ways to focus and refine your search
  - ◎ How do I evaluate websites?
  - ◎ Citation checklists for APA, MLA, and Chicago
- ◎ Each tutorial received a close review by two library staff members



# February–March 2022

- ◎ Each duo shared their feedback and recommendations with the tutorial working group over a series of two meetings
- ◎ Three tutorials needed minor revisions: research topic, keywords, and research question
- ◎ Three tutorials needed bigger overhauls: evaluating websites, six quick tips, five ways. The initial review groups for these tutorials elected to continue working to update them
- ◎ The citation checklists became part of a larger discussion about the library's citation support



April–July  
2022

- © Head of Global Campus Outreach made the suggested revisions for the tutorials that needed minor changes
- © The whole working group weighed in on these changes at monthly meetings
- © Head of Global Campus Outreach worked with the six quick tips/five ways tutorial groups to remix these tutorials and brought the updated versions to the working group





August 2022

- © Accessibility and Online Learning Librarian records, captions, and creates transcripts for updated video tutorials
- © Head of Global Campus Outreach and Online Learning updated tutorial files across LibGuides, Canvas Commons



## What worked well?

### **Assigning two initial reviewers**

This first, thorough review of each tutorial provided a good starting point for edits

### **Making needed revisions**

Of the seven reviewed tutorials, five were updated and republished by August 2022. A sixth was finished during the Fall 2022 semester.

### **Team approach**

Bringing all tutorial edits to the entire Tutorials Working Group meant that many interdisciplinary perspectives were involved in the updates—more than had been in the original creation process



## What could be better?

### **Shifting targets**

A few tutorials ended up needing more revisions than had originally been anticipated, making it more difficult to plan for how long the updates would take

### **No new tutorials**

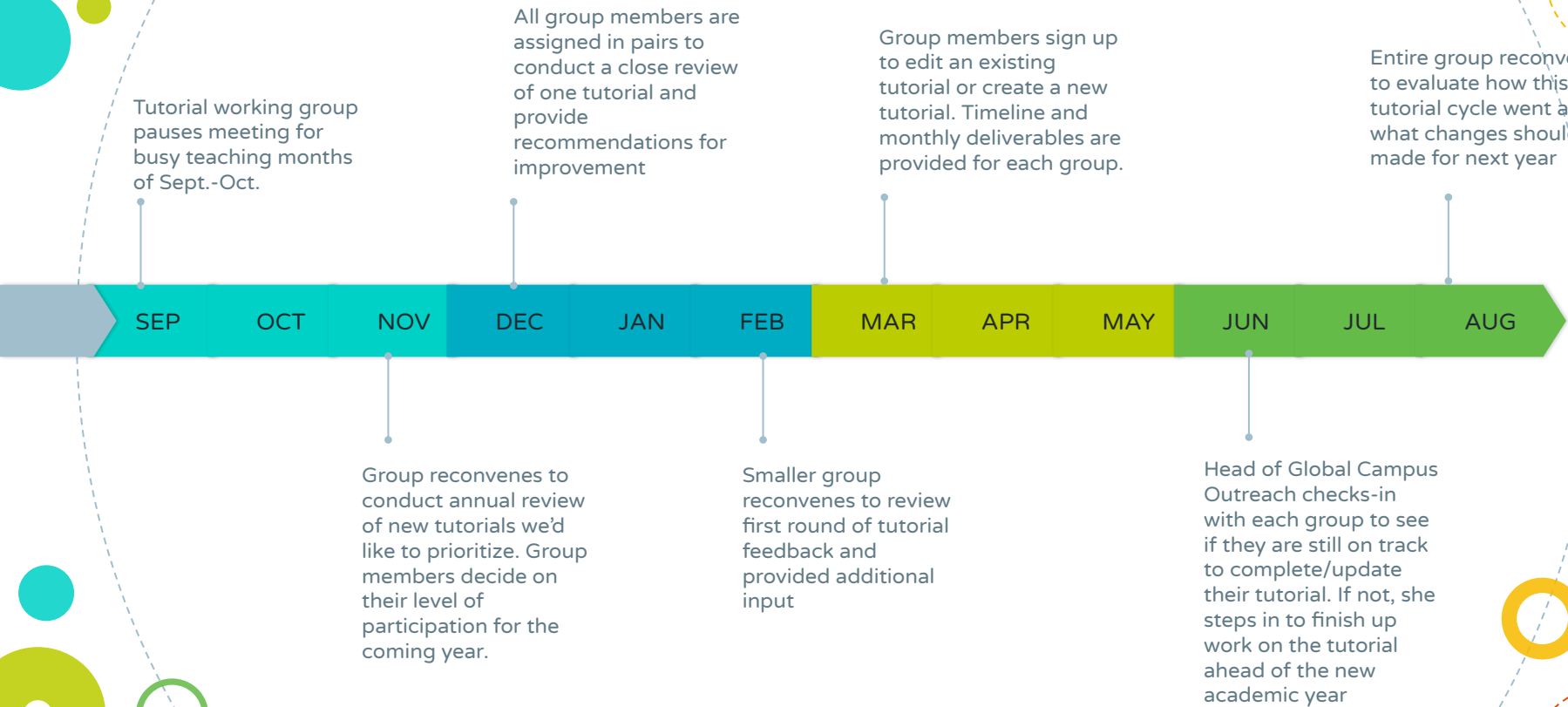
The focus in the 2021-2022 tutorial cycle was on updating existing tutorials, so no new content was created. Going forward, we would need to find a way to also create space for new tutorial development

### **Competing priorities**

Most members of the group are volunteers with other competing priorities. As work on other projects ramped up, some groups were not able to update their tutorial ahead of the new academic year

# Timeline

## September 2022–August 2023





## Second review cycle

### Things we kept

- ◎ Everyone conducts initial review of one tutorial
- ◎ Aim to do bulk of tutorial work during spring & summer months
- ◎ Monthly meetings to review progress & provide feedback



### Things we changed

- ◎ Group members elect to join subgroup that updates or creates tutorials
- ◎ Initial review period shortened
- ◎ Initial round of comments reviewed by subgroup before deciding which tutorial to work on

The background features several overlapping circles in various colors: orange, yellow, pink, green, and teal. Some circles are solid, while others are dashed. A large teal number '2' is centered within a large dashed circle.

# 2

## Implementing accessibility review



## Two Accessibility Checkpoints

Tutorials are checked for accessibility barriers:

- ① at the storyboard phase
- ② before publication

Checks are required for interdisciplinary tutorials  
and published subject specific tutorials



## Team Approach

Content creators and accessibility librarian work together to create accessible learning objects

- ① Content creators are responsible for addressing barriers in creation and correcting captions.
- ① Accessibility librarian creates transcripts for videos and PDFs from word documents



A decorative graphic featuring a large dashed white circle. Inside and outside this circle are various colored shapes: a large teal ring at the top, a large yellow circle on the right, a large orange circle on the left, and several smaller circles in green, blue, red, and yellow. A blue circle containing the white text "“" is positioned near the top center.

“

## Common Barriers

- ① Narration isn't descriptive or gives instructions using sensory characteristics
- ① Insufficient Color Contrast
- ① Templates



## Updated Templates

- ① Branding
- ① Accessibility
  - ① Checks
  - ① Software



## Resources

LibGuide “[accessibility hub](#)” with

- ⦿ Recorded trainings
- ⦿ Searchable relevant WCAG information translated for content creators
- ⦿ Best practices
- ⦿ Guided Accessibility checker



## Considerations

Is your environment supportive of this work?

- ◎ Staff and administration have been supportive
- ◎ Surprising lack of defensive attitude

The background features several overlapping circles in various colors: orange, yellow, pink, green, and teal. Some circles have dashed outlines, while others are solid. A large, light blue dashed circle is centered behind the number 3.

# 3

Creating tutorial  
documentation

**Self-service options to scale support**



## Prior approach

- ◎ Most members of the department were on the Tutorials Working Group and familiar with tutorial publishing workflows
- ◎ Online Learning librarians offered drop-in office hours for tutorial support



## Old peer review process

- ◎ Tutorial creators would send Lindley their tutorial draft a week ahead of an upcoming tutorial working group meeting
- ◎ Tutorial working group attendees would provide live feedback in the meeting, either as a big group or in breakout groups, depending on how many tutorials had been submitted that month
- ◎ This system didn't always align with tutorial creators' deadlines—sometimes they needed feedback sooner than the next monthly meeting



## The problems

- ① Influx of new staff members meant less familiarity with tutorial development process
- ① With some librarians stepping back from the Tutorial Working Group, there were fewer opportunities for keeping everyone on the same page
- ① Office hours weren't equally attended
- ① Time and labor





## The (attempted) solution

- ① Gather all tutorial documentation, training, and workflows into a single OneNote notebook
- ② Notebook and tutorial processes would be reviewed with entire department once the notebook was completed and would be incorporated into onboarding for new staff members

## Updated peer review process



- ① Distributed a peer review sign-up sheet in November, asking for volunteers
- ② Members of R&I signed up for months of the year in which they would be available to provide review
- ③ Tutorial creators request peer review by filling out a short form that included the tutorial title, learning objectives, and any areas of the tutorial they wanted reviewers to focus on
- ④ Lindley distributes each tutorial request to 2-3 reviewers who have a week to provide feedback through a tutorial feedback form.
- ⑤ Lindley distributes all feedback to



# Notebook contents

## Introduction

Overview of the tutorial creation process and stages at which tutorials need to be reviewed by peers

## Tutorial Process

Deeper dive into stages of tutorial design, from developing learning objectives to publishing and updating a tutorial.

## Tutorial Tools

Lists of University-provided and free tools for creation of video, text, interactive and infographic-style tutorials with links to resources/documentation.

## Peer Review

Outline of the peer review process, expectations of reviewers, and how to solicit and provide feedback.

## Tutorial Templates

Easy access to templates used for video and text-based tutorials

## Tutorial Working Group

Yearly schedule for group, tutorial review schedule, ideas for future tutorials, steps for saving and publishing tutorials



## What we needed to consider

- ◎ Northeastern's growth and global mindset – and how that impacted library priorities.
- ◎ The size of our team
- ◎ Scale and impact
- ◎ Agency
- ◎ Portability and ease of implementation and understanding



## "Choose Your Own Adventure"

- ① Eliminate the initial "what are you thinking of?" consult
- ① Criteria
  - ① Ease of learning a new platform
  - ① Time commitment
  - ① Adaptability
- ① Simple to create and refer back to

Considerations	Text	Infographic	Video	Interactive	Canvas Module
Tutorial Creation Time	Low	Low plus	whatever you think it will take x3	Moderate	Moderate
Update Difficulty	Easy	Easy	Complex	Moderate	Moderate
Time to learn tool	Low	Moderate	High	High	Moderate
Usage Statistics	If shared though LibGuides, Yes	If shared though LibGuides, Yes	Yes	LibWizard, Yes H5P, No	Download counts through Commons
Assessments	No	No	Yes; Quizzes in Panopto, can't see results	Yes, LibWizard, few options with robust reporting H5P, many options with no reporting	Yes; Few options and can see results and access follow up data. Can embed external assessments.
Information Level	Introductory	Introductory	Introductory or Advanced	Introductory, Intermediate	Introductory, Intermediate
Information Scope	Small to medium chunks	Small chunks	Small Chunks	Small to Medium-large chunks	Small to Medium-large chunks
librarian personality	No	No	Yes	Possible	Possible
Sharing	LibGuide Asset link, document attachment	LibGuide Asset link, document attachment	Panopto Link	Link, Embedded in Canvas Course	Embedded in Canvas Course, Canvas Commons



## What we learned

- ① People liked having a one paged item to look through at their own pace
- ① Keeping it simple
- ① Tables with checklists are your friend
- ① Criteria is relative (which led us to reexamine what our benchmarks were)

# Thanks!



## Any questions?

You can find us at [ana.jones@northeastern.edu](mailto:ana.jones@northeastern.edu) [d.meky@northeastern.edu](mailto:d.meky@northeastern.edu) & [l.homol@northeastern.edu](mailto:l.homol@northeastern.edu)