Library Module Integrated in OWL for First-Year Engineering Class

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How Did it All Happen?

In the past, Taylor librarians and library assistants used to go into the ES1050 (Introductory Engineering Design and Innovation Studio) design studios to deliver library information sessions.
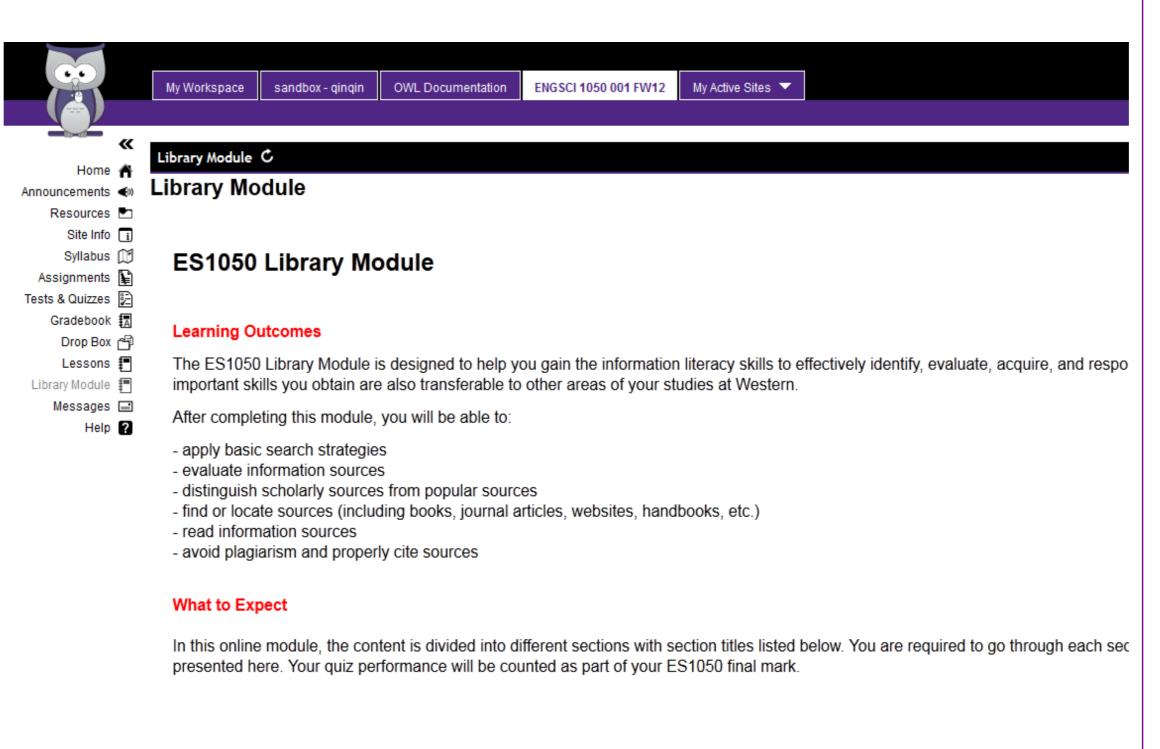
In Summer 2012, in consultation with the course coordinator, Dr. Jonathan Southen, a group of librarians and library assistant developed an online library module that contains the sections below.

- Your Library 101
- Your Virtual Library 101
- Designing Search Strategies
- Evaluating Information Sources
- Identifying Scholarly vs Popular Sources
- Finding Books, Handbooks, and Standards
- Finding Journal Articles, Websites, and Patents
- Reading Journal Articles
- Avoiding Plagiarism & Citing Properly
- Need Help?

Lesson Learned: Involving faculty in the early stage gave the project a jump start. Collaboration with them along the way, including inviting them to project meetings and asking them for feedback, helped keep the project on track.

In November 2012, the development of the library module was completed. The team consulted with ITRC for integrating the library module into the course site in the new OWL. The library module was launched in OWL on November 29, 2012.

Lesson Learned: ITRC is a great resource in terms of OWL support. Their service is available via drop-in sessions, phone calls, and emails.

The Assessment Project

From Winter 2012, a subgroup of the module development team worked on an assessment project to evaluate the effectiveness of integrating this library module into OWL on students' information literacy levels. We recruited **252 out of 401** students to participate.

The assessment consists of:

- A written pre-test to assess students' existing library skills and information literacy level (**252** participated)
- A mandatory online quiz with the same number and difficulty of questions in February 2013 (**239** participated)
- An online survey right after the study participants completed their online quiz (**88** participated)
- Two focus groups in March 2013 (**6** participated)
- Next step: data analysis of all quantitative and qualitative data

Technologies Used

The module was developed in **Lesson Builder** in OWL. The team mocked up the module in HTML and Word, then transferred all the content to a sandbox OWL project site.

We were given **secondary instructor** privileges for the ES1050 course site in OWL. This allowed us to transfer the module from the sandbox to the ES1050 site. **Lesson Learned**: Both **Resources** (images, videos, etc.) and **Lessons** need to be merged to the destination site.

Test drive embedded videos: The team tried different browsers and OS to see if the videos worked both on and off campus.

We used **Cascading Style Sheets** to create roll-over effects in partnership with the Library System Administrator. Below is the screenshot of a journal citation example with roll-over effect.