

Seminar
eLearning environment : future trends and impact
University of Pretoria, Hatfield Campus
8-9 June 2011

teleMARC – an eLearning opportunity @ NLSA

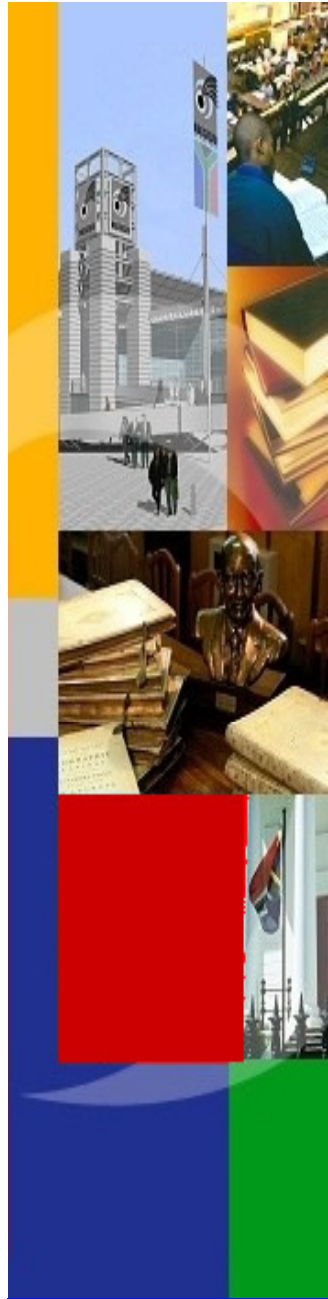
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Outline

- eLearning
- teleMARC
- Equipped librarians?

eLearning

- focus
- definitions
- characteristics & approaches
- rationale
- benefits
- requirements



eLearning

focus : learning is the vital element

**learning -
“acquisition of knowledge or
skills through study, experience,
or being taught”**

- Oxford Dictionaries, 2011

eLearning

definition (1)

**“an internet-based teaching
system”**

- *dictionary.com, 2011*

eLearning

definition (2)

education via the Internet, network, or stand-alone computer - eLearning is essentially the network-enabled transfer of skills and knowledge – refers to the use of electronic applications and processes to learn – latter include Web-based learning, computer-based learning, virtual classrooms and digital collaboration – content is delivered via the Internet, intra-/extranet, audio or video tape, satellite, TV and CD-ROM

- *Webopedia, 2011*

eLearning

definition (3)

“eLearning is the use of network technology to design, deliver, select, administer and extend learning”

- Cognitive Design Solutions, 2005

eLearning

definition (4)

“ ... individual or group use of electronic mediums that provide access to online learning tools and resources. These dynamic mediums offer shared community spaces, support digital communication and collaboration, and link to information sources such as streamed video, podcasts, webcasts, digital libraries, webpages and videoconferencing”

- ... *eLearning for librarians, 2011*

eLearning

characteristics & approaches

- wide range of applications: simple > sophisticated
- continuum of eLearning types: no eLearning > add ons / ICT supplementary > blended learning > hybrid learning > online learning
- content: information increasingly available electronically (eResources, digital libraries, etc) > libraries provide access & invest in electronic services (courseware, eDiscussion forums, social networking) > education & training re use of resources & services (partner in learning)
- technology: computer > networks > Internet > dynamic & sophisticated applications: virtual classrooms
- education: individual/group learning – knowledge transfer – teaching strategies: communities & collaboration

eLearning

rationale

- increase access to learning opportunities > meet learning needs of many learners (students, professionals, corporates)
- develop skills & competencies needed in 21st century > respond to technological imperative
- improve cost-effectiveness of post-secondary education system > enhance quality of teaching/learning
- enable self-managed learning

eLearning

benefits & *drawbacks*

- globally dispersed audience
- reduced cost & learning times; self-paced & flexible learning
- expert knowledge is captured & communicated
- *larger up-front investment*
- *poor technological infrastructure > non-achievement of learning-teaching goals*
- *technophobia & reduced social/ cultural interaction (vs communication & collaboration applications)*

eLearning

requirements

- learning occurs via the ICT platform
- technology issues: accessibility & compatibility
 - standards: W3C re ALT tags, image maps, JavaScript & Flash, style sheets; SCORM (Sharable Content Object Reference Model) – industry standard, address delivery inefficiencies
 - systems: LMS / CMS (Blackboard, Moodle)
 - authoring tools (Adobe Captivate) & applications – link with design of learning
- educational issues: design engaged learning
 - principles of instruction: contact, interaction/collaboration, active learning techniques, appropriate feedback & assessment (formative & summative), time management, high expectations, (learning objectives) diverse ways of learning (authentic topics)
 - constructivist approach: learning 1 of 5 elements

teleMARC

“... eLearning in its infancy in South Africa ...”

content

- telematic: integrated use of ICT (information & communication technology)
- MARC (MACHINE Readable Cataloguing): coded record structure (bibliographic, authority, holdings, etc)
- bibliographic: description & access points re content standards
- basic: introduction to MARC 21 according to monographic cataloguing
- beyond books: other formats, i.a. eResources, serials

teleMARC

rationale

- *Seminar on a future strategy for a MARC format for South Africa, 1997*
- capacity, flexibility, costs
- prerequisite for systems training (inhouse, OCLC)
- uniform bibliographic standard in SA
- professional cataloguing learning

teleMARC

roleplayers

- trainees - staff in cataloguing departments exposed to cataloguing
 - professional cataloguers: library types, system librarians, graduates, re-entrants
 - para-professionals
 - library assistants
 - Individual / groups
- facilitator / course leader – expert cataloguer
- collaboration
 - BibSA Project Leader & course leader: compile
 - expert cataloguers: edit & review
 - institutions: DAC, UP – Dept. Inf. Sc., former TSA, NLSA & academic libraries, Mortenson Center (USA)

teleMARC

frequency & duration

- identification, selection, compilation: 3 months prior to course
- basic
 - 1999-2004: quarterly, 2 weeks
 - 2005-8: semi-annually, 2 weeks; f2f: 3 days
 - 2009+ : annually, 3 weeks; f2f: 4 days
 - 1999-2003? – UP Winter School / CE@UP MARC 21 Workshop (f2f)
- beyond books
 - 2005-9 : annually, 3 weeks
 - 2010+ : annually, 4 weeks
- assessment
 - during course (learner queries, 1st batch of Worksheets)
 - within 1 month after completion distribute results (summative)
- certification
 - before next course, but backlogs do occur

teleMARC

space

- course content compiled & stored in WordPerfect (Corel) > Word (MicroSoft Office) > Writer (OpenOffice) files inside teleMARC folders (MicroSoft Windows > SuseLinux) on PC
- word processing files converted to PDF (Adobe) files, stored in same folders (MicroSoft Windows > SuseLinux)
- initially distributed as attachments via eMail to learners
- upload files to teleMARC Web pages, NLSA Web site (<http://www.nlsa.ac.za>), since NLSA got its Web site
- recently, more requests for f2f courses: @yourSite, @NLSA > course content printed from folders & bound into manuals (blended) > time for more sophisticated eLearning delivery, now...?
- Worksheets: handwritten > fax/scan; word processor (incl.f2f: access course from Web site) > eMail attachment > course leader

teleMARC

delivery

- identify topic to be covered by Worksheet exercises
- update course content, incl. hotlinks to related information sources applicable to course, with recent adjustments – content is divided into Overview (guidelines & background info), Mod.1-3 (MARC structure, description & access points), App. A-C, Worksheet 1 (short questions based on fields extracted from records residing in a variety of online bibliographic databases) & 2 (creation of 3 records according to uploaded thumbnails of chief information sources)
- when course & Worksheets are finalised and converted, they are forwarded to ICT Dept. for uploading to Web – uploaded files are verified on the Web before course is published
- as with most communication, learners are notified via eMail when course is published

teleMARC

delivery, continued

- course leader is available via eMail, telephone, cellphone to attend to queries - if more than one learner are from a specific institution, they might work together, though each should complete his/her own worksheets – requests for f2f training are arranged according to appointment, preferably during the online course – (beyond books) Worksheets require learners to verify an existing record from a database
- after completion (3-4 weeks) learners' Worksheets are faxed / eMailed to course leader, who performs full, summative assessment
- results are eMailed within a month after submission, with corrections where necessary, and followed later by the applicable certificate
- any feedback from learners are welcome, and where possible, adjustments are being made

equipped?

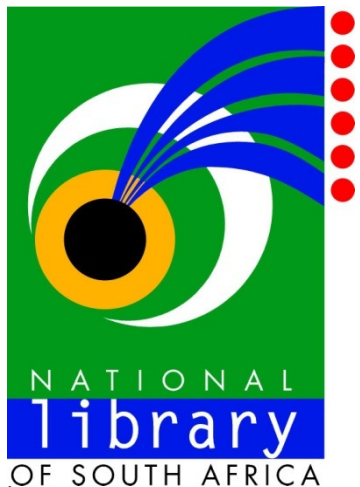
ECBC (eLearning Courseware for Basic Cataloguing) Project - Ohio State University Library, Cat. Dept.

- **content:** basic copy cataloguing procedures in 7 lessons; cooperative & local rules & guidelines; plain language supported by explanation of terminology; no information overload
- **learners:** student assistants, performing cataloguing activities without professional qualification & deep knowledge of library catalogue; wish to gain experience and improve practical work skills
- **learning:** engaged / interactively involved in learning through observation, thinking, experimenting, doing – i.e., the experiential learning cycle (D. Kolb)

equipped?

ECBC (eLearning Courseware for Basic Cataloguing) Project - Ohio State University Library, Cat. Dept. - continued

- **delivery:** content structured in 7 lessons, accompanied by text & on-screen videoclips (library coordinator), and voice-over instructions (2 student assistants); software utilised was Adobe Captivate due to ease of use; learners **observed** videoclips whereby practical cataloguing activities were demonstrated > in **simulation** mode, they practiced their new knowledge, guided by voice-over instructions > they can freely **repeat & review** previous lessons to get a grip on their understanding, and **live links** were also provided to Dept's cataloguing policy & procedures, and Web log for discussions > this eLearning session should soon be followed up by **hands-on** experiences under supervision, where learning will be further supported by f2f sessions
- **evaluation:** formative – during simulation; summative – progress through cataloguing practice



Thank you! Re a leboga!

Siyabonga! Enkosi!

Baie dankie!

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