E-Learning, the Virtual Classroom and Information Literacy Instruction: Where Do Libraries Fit In?

> CLA 2005 Session 35 1:00 – 2:30 p.m. Friday, June 17, 2005 Diane Clark, NAIT Jennifer Lee, University of Calgary

Before We Start...

Disclaimer: Not discussing for credit information literacy **courses**.

Discussing information literacy classes.

Session Outline

- Best practices in online instruction
- Characteristics of information literacy instruction
- Online instruction at U of C and NAIT
- Future
- Questions?

Best Practices – Virtual Classroom

When designing virtual class consider

- Objectives are clear and content is well organized
- Learning activities reflect objectives
- Technology is appropriate and effective
 - Multimedia engage learner
 - Synchronous/asynchronous
- Instructor is present
 - Provides feedback, understands the technology /online learning
- Learning theories/modalities are present

Characteristics of Programs of Information Literacy that Illustrate Best Practices

A Guideline

- Mission statement
- Goals & objectives
- Planning
- Administrative & institutional support
- Articulation with the curriculum
- StaffingOutreach

Collaboration

Pedagogy

 Assessment/ Evaluation

www.ala.org/ala/acrl/acrlstandards/characteristics.htm (also, Hunt and Birks, 2004)



Best Practices - Online Instruction







sociation of College and Research Libraries istance Learning Section Instruction Committee		
Best Practices For Web-Based Instruction	Eric: 28 articles	
PART I: ERIC DATABASE	LLI: 76 articles	
Accession Number: ED444518 Author: Victor, Stephen P. Vafa, Shahrzad. Title: Design and Development of Interactive Multimedia for Library Rese Publication Type REPORTS - Descriptive (i.e. Project Descriptions). SP	2000 and older	
Accession Number: EJ588241 Author: Dewald, Nancy H Title: Web-Based Ubrary Instruction: What Is Good Pedagogy? Source: Information Technology & Libranies v18 n1 p26-31 Mar 1999. Publication Type JOURNLA LRTICLES. REPORTS - Descriptive (i.e. Pr	oject Descriptions).	
Accession Number: EJ586295 Author: Tofel, Ronald C. Franklin, Godfrey. Tide: Using Technology To Teach Preservice Students about Locating In Source: Journal of Educational Technology Systems. v27 n2 p133-45 19 publication Type JOURNAL ARTICLES. REPORTS - Research/Technic	formation in the Academic Library. 98-1999, al.	
Accession Number: EJ559743 Author: Kaplowitz, Joan. Contini, Janice. Tile: Computer Assisted Instruction: Is it an Option for Bibliographic Inst Source: College & Research Libraries. v69 n1 p19-27 Jan 1989. Publication Type: JOURNAL ARTICLES. REPORTS - Research/Technic	ruction in Large Undergraduate Survey Classes? al.	
Accession Number: EJ550903 Author: Niemeyer: Chris Tile: Authorware for Computer-Assisted Instruction. Source: Library Hi Tech: v15 n1-2 p133-44 1997. Publication Type: JOURNAL_ARTICLES. REPORTS - Descriptive (i.e. P	roject Descriptions).	

ALA's LIRT (Library Instruction Round Table)



Information Literacy Instruction Listserv

> > >	
	Instruction Section
Welcome Organization Committees Conferences News Awards	List Name: ILI-L Description: ILI-L (Information Literacy Instruction Listserv) was created in May 2002 as a new Iteration of the online community that Martin Raish created with the BLL Istervin 1990. ILIs instated on the American Library Association of College and Research Libraries, and moderated by the Instruction Section List Manager. With ILI-L, the Instruction Section of the notes to sustain the thriving exearch Libraries, and moderated by the Instruction Section List Manager. With ILI-L, the Instruction Section of hopes to sustain the thriving exchange on instruction and information literacy that made BL such an important verue for communication among literarians from a variety of settings and backgrounds.
Publications	To subscribe send the text:
Projects Related Sites	subscribe ILI-L your firstname yourlastname in the body of the message to: <u>listore@Bla.erg</u> To unsubscribe send the text:
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WV	ww.ala.org/ala/acrlbucket/is/ilil.htm





ILIG Blog: blog.uwinnipeg.ca/ilig/

Information Literacy in Canada

ABOUT ILIG

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et University

No ILIG Meeting at CLA 2005 ILIO is the For the information of CLA Information Literary Interest Group members who are planning to attend the CLA conference in Calgary tiss week. Lans sorry to say that there will be no LIO meeting this years. We are currently in a "confinance changeword" period and were not able to organize representation at the conference this year Information Literacy Interest Group of the Consultan Liberary Association, Bot this Blog is meant as a place for anyone interested in Instead of attending an ILIG meeting please come out to the CLA Annual General Meeting on Enday June 17 at 3-45pm to support to LIG-inigized resolution that Lisus Storicovski has graciously molde promoting inf literacy in Car

Final Resolution Whereas UNESCO has identified bridging the digital dwide AND J 40 M E 2 0 8 5 San Mon Tae Weel Thu Filler 1 2 3 4 5 6 7 8 9 9 80 11 12 83 14 15 16 17 18 19 20 21 20 20

whereas studies have demonstrated a re ereas adequate access to info

Other Sites Suggested by CLA Delegates **During the Presentation:**

- University College of the Fraser Valley's Selected Adult Education Resources & Links: www.ucfv.ca/aded/links/links.htm
- Canadian Association for the Study of Adult Education (CASAE): www.oise.utoronto.ca/CASAE/maineng.html
- New Approaches to Lifelong Learning (at OISE, U of Toronto):

www.oise.utoronto.ca/depts/sese/csew/nall/

Online Instruction

Online instruction, our experiences

- U of C
- NAIT



Biology 231 – The Beginning

- Library research skills needed to be offered to 1100 first year biology students
- Major space and time constraints
- Information literacy session(s) were introduced in 2000
- Sessions divided into 11 sections and held during lab time
- Assignment graded by Teaching Assistants

University of Calgary

- Founded in 1966
- Enrollment (Full and Part-Time)
 - Undergraduate: 22,794
 - Graduate: 5,135
- University Library
 - 5 libraries including MacKimmie (Main), Earth Sciences, Business, Law and Health Sciences
 - 2.5 million books and journals (350,000 e-books & e-journals)
 - 38 Full-Time Professional Librarians
 - 236 Full and Part-Time Support Staff

Source: University of Calgary Fact Book, 2004-2005



Biology 231 – The Assignment

- Fill-in-the-blanks workbook
- Contents
 - Keywords
 - Choose a database
 - Parse a citation from Biological Abstracts
 - Document delivery
 - Find and evaluate a Web page
- Worth a small portion of their Lab mark

Biology 231 – WebCT

Goals

- Provide increased access to course materials, especially from off-campus, and after the instruction session
- Provide students with self-paced learning opportunities
- Respond to higher demand and strained library resources
- Take advantage of available campus courseware

Biology 231 – The Beginning

- Lessons Learned
 - Instruction has an impact (Julien and Boon, 2002)
 - Additional factors may have had an impact
 - Fill-in-the-blanks booklet
 - "Poster session" project later in semester
 - Team teaching helps

Biology 231 – WebCT

- Converted workbook into WebCT
- Features used
 - Quizzes (self-test)
 - Electronic drop-box
 - Glossary
 - More pictures
- 200 of 1100 students received the WebCT module

Biology 231 - WebCT

• Lessons learned & some thoughts

- Learning curve-make better use of available technical assistance
- WebCT features could have been better promoted
- Students needed to learn WebCT on "library time"

Online Learning at the UofC Now

- Move towards Blended Learning
- Support for BlackBoard now
- Use of Macromedia Breeze

Biology 231 - WebCT

Lessons learned & some thoughts

- Lost opportunity for librarian/student contact
- Why not just use a web page? Although there is more use of CMS now...

U of C Examples

- Religious Studies
 - Saundra Lipton (lipton@ucalgary.ca)
- Nursing: 3rd year Academic Writing Course
- Web Pages
- Distance Education: online tutorials
- Online Tutorials for Blended Learning

BlackBoard - Nursing









Online Tutorials for Blended Learning

- Online interactive modulesSome customizable
- Based on C. Kuhlthau's Information Seeking Process (ISP)
- Fall: English; Winter: Kinesiology
- Alix Hayden (ahayden@ucalgary.ca)
- Shauna Rutherford (srutherf@ucalgary.ca)
- Paul Pival (ppival@ucalgary.ca)
- Instructional designers, production coordinator, technical staff, Learning Commons

Why Online Classes?

- 1999 taught almost 10,000 students
- Resource issues
- Developed 2 WebCT classes pilot
 - School of Electrical and Electronics Engineering Technology in ASE238 (English course)
 - Introduction to Using the Library Catalogue
 - Introduction to Using the Library's Databases: Applied Science and Technology Index

NAIT

Northern Alberta Institute of Technology

- certificates, diplomas, and applied degrees
- 17,000 fle's and apprenticeship students
- 221 online courses

NAIT Libraries

- I main library (Edmonton) and 5 northern branches
- 9 full-time professional librarians
- 20.5 support staff

Why Online Classes?

- Deliver research skills to our largest "customer"
- Offer students self-paced learning opportunities
- Give students the same information
- Allow students to access the resources and information beyond the classroom
- Access to electronic resources.

WebCT Pilot

Information literacy classes were offered

Sept – Nov 2000

- 7 WebCT classes, 150 students
- Regular instruction (class) time
- Classes were taught by a librarian
- Used technology
- flash files, java applets, imagesRecognized the need to teach to different learning
- modalities
- Provided opportunities to practice skills and assess learning.

At NAIT

What's happened since pilot?

- Curriculum Design team
- Integrate resources/guidesBUS478
- Web-based tutorials/classes
 - Information literacyMRI300
 - Plagiarism pilot project
 TCI310, TCI311, TCI320

WebCT Pilot - Response

Feedback

- Students
- Program Instructors
- Lessons Learned
- Better connection between information literacy and course work
- Stand alone classes didn't work at NAIT
- New opportunities to contribute to the educational process.



New Directions

WebCT

Collaboraritive projects and pilots

- School of Health
 - Information Literacy Course for MRI300
- School of Business
 - Plagiarism and Citations (TCI310) for BUS121

http://elearning.nait.ab.ca

MRI 300 Practicum – Research and Case Study

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MRI 300 Practicum – Research and Case Study



TCI310 illumiNAITing Academic Integrity



TCI310 illumiNAITing Academic Integrity

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 Course Contents > Objective 1
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Objective 1

To successfully complete this Learning Outcome Guide, you should be able to identify and use various library resources used in researching information.

exploration activity

Objective 1: Library Resources in Researching Information

Many students believe that all the information they will ever need is freely available on the Internet. Would you be surprised if I told you that the information found using Google, Vahoo or any other search engine or directory represents only a small faction of the information available? So where is all the information?

Future - Alberta

eCampus Alberta

- www.ecampusalberta.ca
- eCALS
 eCampus Alberta Library Services Committee



TCI310 illumiNAITing Academic Integrity



Future - Alberta

eCALS will

 promote and coordinate access to library resources and services for distance students and faculty as part of the Alberta Online Learning Association initiative and the collaboration of the participating Alberta colleges

Future - Thoughts ...

- Increase in online courses then more libraries will provide information literacy instruction through
 - Online integrated course guides (pathfinders)
 - Integrated Web-based tutorials
- Integrating information literacy into the virtual post-secondary institute is vital to student success
- Virtual environments will create new relationships with faculty
- Build new relationships with curriculum designers
- Source: Integrating Information Literacy Into the Virtual University: A Course Model

Websites

- ALA/ACRL Instruction Section: www.ala.org/ala/acrl/aboutacrl/acrlsections/instruction/homepage.htm ALA LIRT (Library Instruction Roundtable): www3.baylor.edu/LIRT Best practices for Web-based instruction (ALA/ACRL Distance Learning Section Instruction Committee):
- Instruction Committee): caspian.switchinc.org/~distlearn/committees/instruction/instruction_webbes tprac.html
- tprac.html Characteristics of Programs of Information Literacy that Illustrate Best Practices (ALA/ACRL): www.ala.org/ala/acrl/acrlstandards/characteristics.htm Information Literacy Instruction Listserv (ALA/ACRL): www.ala.org/ala/acrlbucket/is/iil.htm PRIMO: Peer-Reviewed Instruction Materials Online (ALA/ACRL Instruction Section)
- section): www.ala.org/ala/acrlbucket/is/iscommittees/webpages/emergingtech/prim o/index.htm
- o / mdeX.htm LOEX Clearinghouse for Library Instruction www.emich.edu/public/loex/loex.html Tips for Developing Effective Web-Based Library Instruction (ACRL Instruction Section) www.ala.org/ala/acrlbucket/is/iscommittees/webpages/teachingmethods/ti ps.htm

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Food for Thought...

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 - Reports on the creation of an information literacy tutorial following international (US, Australian, UK) info lit models and best practices. Particularly, they used the UK/Irish Society of College, National and University Librarians (SCONUL) model of information literacy, and the Council of Australian University Librarians (CAUL) learning outcomes. The tutorial was transformed from a website into a WebCT module.

Food for Thought...

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 - Annotated sites that provide information literacy and technology best practices for teacher-librarians
- Veldof, J. & Beavers, K. (2001). Going mental: Tackling mental models for the online library tutorial. Research Strategies, 18, 3-20.
 - Suggest librarians design tutorials that fit students' mental models, i.e. that meet students' expectations of what a tutorial should be and deliver

Food for Thought...

- Ladner, B., Beagle, D., Steele, J. R., & Steele, L. (2004). Rethinking online instruction. *Reference & User Services Quarterly*, 43(4), 337-345.
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 - http://www.sconul.ac.uk/activities/inf_lit/papers/Seve n_pillars.html
 - Proposes an Information skills model with 7 "pillars"