

Summaries of the Library-2-LMS Conference Keynote Address and Presentations

Keynote Address

“Putting the Library in the Student's Hands: Resources and Help through the Learning Management System”

Elizabeth J. Pyatt and Loanne Snavely, Penn State

At Penn State, “Putting the Library in the Students’ Hands” involves seamlessly linking existing resources through Angel using a Library Resources nugget that is native in all Angel courses. The exception to framed linking includes their home-grown Angel templates for creative native Angel research subject guides.

An impressive template system with drop-down menus that include all needed information for proxying students into library resources makes subject guide creation simple. Penn State’s cascading priority system assures that the most appropriate level guide available is displayed to the student. They have a cascading hierarchy of College, Department, Course, and Specific Course Section. Online tutorials are just a click away in the Angel guides.

Penn State’s success was built upon early participation in design with both library and IT. Angel Library resources have become very popular with professors and students, especially since students no longer have the excuse that they can’t find library resources. The development of resources hasn’t stagnated. Penn State’s Facebook application and use of Zotero are just the latest example of ways to push library resources into students’ hands.

--By Jennifer Smathers, The College at Brockport

1. The Librarian's Corner and Other Embedded Library Resources in the CMS

Presenter: Lori Mestre, Digital Learning Librarian, University of Illinois at Urbana-Champaign

Lori Mestre’s presentation **The Librarian’s Corner and Other Embedded Library Resources in the CMS** turned out to be an enlightening experience for me. Before this presentation, I did not know that a course management system like Web CT existed. It is amazing how the learning modules in Web CT tailor the library’s resources to meet the needs of students in a certain course or courses. She also emphasized the importance of libraries keeping information current and she said that this could be achieved in Web CT by using blogs and RSS feeds. She concluded her presentation by saying that teamwork is an essential part of bringing their library to their users in Web CT and that they could not have accomplished this without the help of the Educational Technology Department.

Notes about presentation:

- Develop a partnership with EdTech/Academic Computing
- Create generic linking to library resources
- Training/Planning/Pilots
- Workshops for Librarians
- Develop examples of Librarian’s Corners in various subject areas
- Faculty Subject Workshops, Brown bags in their buildings
- Quick Links- just linking to subject guides, makes it easier to update

- Splash Cat- can take what they have and create their own multimedia format, and can use for Library Tutorial.
 - Many of their subject librarians- have their own Ask A Librarian Service
 - Quick Links for Education Research
 - Put Blogs and RSS feeds in so that students can find out what is new in the library
 - Research in Steps – goes beyond the novice ; have a template for research steps, library and research guides.
 - 8 modules- computer literacy and research guides (Finding materials and they all have quizzes)
 - Introduction to the Librarian- Create Subject Guides within Web CT – have them go in order and access what they have done.
 - Cantasia- Can create quizzes in
 - Modify a Wiki to create little games
 - Proxy Prefix
 - Important to train librarians to use embedded Librarian tools and assist in creating course reading links: Persistent URLs
 - Librarians can chat in Moodle and within Web CT
 - Moodle can be tailored because it is open source
 - Design activities in multiple formats to attract student interest
 - Polls can be used to show how successful the activities are
 - Librarians working with faculty to individually add in core shells
 - Public Space- available in Vista- not campus edition- programmers have not gotten around to opening up public space
- By: Jacinta Penkszyk

2. Assessment Can Be Easy Via Blackboard

Presenters: Nora Hillyer, IST & E-Reference Librarian and Marvel Maring, Fine Arts & Humanities Reference Librarian, Criss Library, University of Nebraska Omaha

With nearly thirty participants in attendance, Marvel and Nora shared their process for enriching and refining an information literacy program already in place on their campus. Within the framework ENGL 116 – Freshman Composition courses (involving 300 students and 20+ instructors), they created the first online assessment ever used at their library.

Describing their own learning curve, their use of campus assessment resources, and their eventual selection of the Blackboard CMS delivery platform, Nora and Marvel provided insight at many levels. They became self-taught assessment specialists, and worked collaboratively with English teaching faculty and fellow librarians. As a result of their new assessment tool, library instruction improved, and librarians/faculty are now equipped with measurable results and digital objects to submit to their university e-portfolios.

During the session, Nora demonstrated how to create a pool of questions, then how to build an individualized assessment questionnaire. Pre- and post-testing concepts were discussed, as well as planned future enhancements. Question/answer exchanges occurred throughout the session, and continued on, even into the lunch break. Although time did not allow, lab pc's were available for participants to experience the assessment first-hand.

--By: Susan Perry, The College at Brockport

3. Using WebCT for Teaching and Building Information Literacy Skills

Presenter: Mona Florea, Education & Curriculum Materials Librarian, University of Rhode Island Libraries

Mona described her experiences as the only instruction librarian at Three Rivers Community College. She worked closely with the Director of Distance Learning and faculty to develop a Library Learning Module that was embedded into WebCT. She started this project in 2004, and her goal was to develop an instruction module that was based on the Seven Principles for Good Practice in Undergraduate Education. She used direct instruction, differentiated instruction, cooperative learning and knowledge building to enhance learning among her students.

Mona was assigned the role of teacher assistant for the First Year Experience (FYE) class. FYE had an Information Literacy Program Component which Mona designed and taught. She used WebCT to create chat rooms and whiteboard sessions. She also used email and the InfoAnytime service to improve communication with her students. The Library Learning Module was also added to the other courses offered on WebCT.

Mona found WebCT to be a very effective tool in online learning. She was able to incorporate sound pedagogical principles into an environment that reaches a wide variety of students.

--By: Colleen Lyon, University at Buffalo graduate student

4. Library Research Tutorials and Course Reserves Online: Right at Home in ANGEL Learning Object Repositories

Presenters: Lisa Forrest, Media Resources Librarian and Meghan Pereira, Instructional Technology Specialist, E. H. Butler Library, Buffalo State College

“Buffalo State College is a forerunner in utilizing features of the ANGEL course management system to enhance teaching and learning. The system allows for easy sharing of resources, such as tutorials and course reserve materials, through Learning Object Repositories. E. H. Butler Library has combined forces with Buffalo State’s Instructional Resources (IR) to provide a basic research skills tutorial to the entire campus. This Foundations of Research tutorial, which includes gradable interactive activities, is made available through an ANGEL repository, which allows faculty to directly import the information to their courses. The library also uses an ANGEL repository to provide reserve materials through a convenient Course Reserves Online service, which has proven to increase resource usage and ease of delivery to students.”

All academic librarians dream of having course reserves and library tutorials at their students’ fingertips and the librarians at Buffalo State have actually made this dream come true by putting these two right where the students actually are – the college’s Course Management System – ANGEL. Lisa Forrest, Media Resources Librarian and Meghan Pereira, Instructional Technology Specialist, demonstrated at the 2008 Library – to – LMS COCID Conference how they have implemented a repository for their Foundations of Research tutorial and another repository for the course reserves, in ANGEL.

Within the tutorial repository, Lisa and Meghan have utilized many of the ANGEL features, including assessment, with their gradable interactive activities, and easy resource sharing. Now the Faculty can import both the tutorial and course reserves to their courses – and VOILA everything is at the student’s fingertips!

Fabulous!

--By: Linda Hacker, The College at Brockport

5. 1300+ Students Must Complete Our Interactive Library Tutorial (WebCT)

Presenters: Marilyn G. Bodnar Professor, Instructional Initiatives Librarian and Joshua D. Young, Virtual Resources Manager, Madigan Library, Pennsylvania College of Technology

With over a thousand students taking ENL 111 at Penn College of Technology, six full time librarians, two part time librarians and twenty-eight instructors, Bodnar and Young were looking for a way to easily coordinate consistent information literacy skills.

In order to accomplish this, a twenty question interactive Flash tutorial was created. Combining leisure and learning, Flash provides animation, mouse-over graphics, and a robust back-end (able to support 1300 students within a six week period). In addition, Flash is browser-independent, allowing students to access the tutorial from different computers.

Taking 18 months to develop, the tutorial requires students to interact instead of passively viewing; answering questions about Boolean searching, keyword identification and more. Following a linear path, the tutorial includes a key alerting students to different interactivities that must be completed before moving on to the next subject.

In addition to interactivity, Bodnar and Young were searching for methods of positive reinforcement for their ENL 111 students. This was accomplished with the inclusion of a printable certificate for students after completion of the tutorial with a successful grade. Immediate feedback is also offered throughout the tutorial, prompting students to determine the correct answer.

Bodnar and Young determined that they would be unable to receive the same level of seamlessness for their tutorial using built-in WebCT tools. The tutorial was developed as a standalone Flash piece stored on a secure database server and embedded in the Learning Management System. Penn College will soon be moving from WebCT to Angel and the Flash tutorial will be easily transferable.

The developers are currently working on making the tutorial available to visually impaired students. In the future, they would like to survey students about the tutorial's effectiveness. A positive relationship between tutorial grades and final ENL111 course grades was shown in assessment results.

--Erin Dorney, Syracuse University graduate student

6. CU Library-2-Bb

Presenters: Tony Cosgrave, Instruction Coordinator, Marina Tokman, Course Technology Support Specialist, and Jesse Koennecke, Access Services Librarian, Cornell University Library

“Cornell University Library and Cornell Information Technologies have completed two phases of integrating Library resources and services into Blackboard. In phase I we added links to the Library Gateway and the “Ask a Librarian service” to the main menu of Blackboard. We installed the RefWorks building block that allows BB users to link to specific RefWorks accounts. It also allows instructors to add links to existing RefWorks accounts in any of the Blackboard content areas. Librarians and CIT staff collaborated on teaching the "Blackboard Getting Started" workshops for instructors. Phase II

involved the use of BB for managing all Library reserves. Faculty can make Library reserve staff course builders so they can add reserve material to an existing BB course. If an instructor is not using BB the Library will create a BB course and add the reserve material to it.”

Once I realized that the title of the presentation did not refer to some arcane code that the presenters would be unraveling for us, it seemed as though the substance of the presentation could be quite interesting. The room was pretty much filled to capacity. The three presenters were well-organized and relaxed, and took questions throughout the session. They kept to the description of the session as it was printed in the program, not veering off into interesting but off-topic tangents. The handouts were helpful, especially from the viewpoint of someone who is fairly new to the world of course management systems. Overall, I thought the session offered some good guidelines for libraries that want to try similar programs or want to compare their current offerings to what Cornell is doing.

--By: Pam O'Sullivan, The College at Brockport

7. Custom Library Services and Resources within ANGEL Courses

Presenter: Pauline Lynch Shostack, Electronic Resources Librarian/SUNY Onondaga

Pauline Shostack spoke in the New York room during the third session. Her presentation was sharing with the audience her experience setting up a custom library interface using Angel with unique tabs for various library resources such as; online catalogue search, Encyclopedia Britannica and dictionary, Academic Search Premier, etc. Other items, or "nuggets" included making search boxes. They had one made especially for the students in the nursing program. Pauline worked closely with the college's Online Learning Office.

One issue Pauline dealt with was on the importance of point of need access. She asked whether or not students would go a step further to get what they need. All this was done with a skeleton staff. She would like to have more direct links to individual courses, but this would need the cooperation of every faculty member in a given department. Something to work on for the future.

--By: Richard Freeman, University at Buffalo graduate student

8. Seneca Libraries and Blackboard: Our Experiences to Date

Presenters: Jennifer Peters-Lise, Metadata & Digital Services Librarian and Janet Foo, Manager, Digital Library Systems & Services, Seneca College Libraries

Presentation Highlights:

Powerpoint presentation available at <http://tinyurl.com/4nzvtn>

Seneca College is a large college outside of Toronto.

17,000 full time students and 90,000 part-time students/ 4 libraries

Degrees range from associates to masters

Digital Library Systems & Services new department/developed in 2006

3 person team/Manager and 2 librarians

Obstacle: No IT person or programmer. Work with IT department developing many features and programs. Often hear “No, it cannot be done”. Frequently need to push for clarity as to what is the

obstacle and how to resolve the difficulty. Presenters stressed that their department does make high demands on IT.

Fall 2000 begin integration of Blackboard

Ideal Goals: system integration, time sensitive information & fulfill user needs

Fall 2004 E-reserves developed within Blackboard. Lack of administrative control, no ability to gather stats or reports and other reasons lead to committee search for new method. Switched to digital library system.

Spring 2005 1st version Library Tab, library electronic connection to students. Originally created with a mix of templates and building blocks developed with assistance of the IT department & the Blackboard administrator. Refined to use of mostly templates. Building blocks used are custom search module, tabs with modules & content maintenance via simple (custom) XML.

Library Tab continually revised and refined. Latest updated Library Tab released April 2008. Offering revisions to search module and more interactive library modules. Building blocks created by library.

Fall 2007 Blackboard packages allow library to prepackage customized information for faculty use. Used to develop multi-part Academic Honesty Tutorial with pre & post assessment tests.

--By: Wendy Prince, University at Buffalo graduate student

9. From WebCT to Moodle: Online Information Literacy Instruction at Oakland University

Presenter: Elizabeth W. Kraemer, Coordinator of Information Literacy/Oakland University

With increasing student population in Rhetoric 160 with a required library instruction component, the 12 full-time faculty librarians and part-time librarians were being stretched to the breaking point to provide adequate library instruction with 3 hours of face time to over 130 sessions a year. The online instruction component, initially in WebCT, allowed them to cut back to 2 hours of face time and teach more skills since students were required to take the online portion before coming to class. Additional benefits of the online course include a built in grade book assessment data and no additional technology learning curve for students, since they are already required to use the CMS for other courses.

Modules of online instruction include:

- ◆ Pre-Test (16 questions)
- ◆ Library Locations (w/ 5 quiz questions)
- ◆ Library Facts (w/ 10 quiz questions)
- ◆ Library Catalog Basics (w/ 11 quiz questions)
- ◆ Popular vs. Scholarly (w/ 3 quiz questions) –New in 2007
- ◆ Intro to Keyword Searching (w/ 3 quiz questions) –New in 2007
- ◆ Post-Test / Final Exam (16 questions)

There were initial limitations with WebCT. It didn't allow the creation of courses that didn't exist in the college catalog so library content had to go in existing course pages. That allowed professors to modify

or delete library content. The quiz interface required students to save their answer after every question. If they forgot that step, their work would be lost and would have no score. Students did not learn as well in a flat-text based instruction environment.

The campus move to Moodle required that they re-create the module from the ground up and prompted the implementation of several improvements that were identified during the WebCT phase of the program. The post-test was renamed 'Final Exam' causing students to take it seriously. The final exam was moved to be taken after the librarian face time in the classroom. Moodle also allowed the creation of courses not linked to the college catalog. A library course was created for each section of Rhet 160 to facilitate grading. With this change the course showed in the students' regular course listing which had the effect of adding weight to the library course's importance.

Although it was the best solution for Oakland, moving to Moodle was not an answer to everything. Editing 96 courses and enrolling individual students was still time consuming. Instructional technology has been assisting with efforts to solve those workload issues. Maintain a good relationship with your IT staff, they are the best resource for problem solving.

Future plans include LIB200 credit bearing library course, LIB501 credit bearing graduate library course for educators of high school students, and a second phase for Rhet 160.

--By: Jennifer Smathers, The College at Brockport