

# North by Northwest: Information literacy at Yukon College and Lakehead University

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InfoLit Webpage:

[http://www.yukoncollege.yk.ca/yclibrary/information\\_literacy/index.php](http://www.yukoncollege.yk.ca/yclibrary/information_literacy/index.php)



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InfoLit Webpage:

<http://library.lakeheadu.ca/wp/?pg=47>



### Elements to Move Online:

#### Introduction

- ❖ Use the Sidebar part of the display, include author information and picture
- ❖ Identify yourself right at the beginning so the student doesn't feel like it's a computer talking to them
- ❖ Take clues from the video game industry where students start off with the identification of everyone's roles

#### Learning Objectives

- ❖ Must keep tutorials 3-5 minutes to keep students' attention, following cognitive load theory
- ❖ One learning objective per tutorial

#### Demonstration

- ❖ Lots of screen captures, animation, circles, arrows, etc. to indicate what you're talking about

#### Activity

- ❖ Sometimes a handout that the students need to print out before or after to complete
- ❖ Sometimes a link provided in the tutorial to go to the webpage where the worksheet or online quiz is available

#### Feedback and/or Evaluation

- ❖ Marking schema for worksheet
- ❖ "Email the Librarian" to give feedback
- ❖ Sometimes final calculation of score in the online quiz
- ❖ Often some paper version afterwards, if not a digital version

#### Conclusion

- ❖ Links embedded in the presentation
- ❖ Audio recording mentioning other tutorials
- ❖ Prompt the student where to get some help if they had any technical difficulties

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### Pedagogical Approaches:

#### Multiple intelligences theory

- ❖ After your initial beta-testing, you will receive feedback that you've missed key elements to your instruction.
- ❖ Use MI theory to figure out what areas you need to add to your tutorial

#### Constructivism

- ❖ Make sure that your online instruction isn't just talking "at" the student.
- ❖ Embed links into the online instruction where they can go to for more information; allow the student to pause between slides to research something more in-depth; or provide links for more information near the link for the presentation itself.

#### Instructional Design

- ❖ Use the techniques from ID to make sure that your tutorials can stand on their own.
- ❖ ADDIE Model - Analyze, Design, Develop, Implement, Evaluate.

#### Cognitive Load Theory

- ❖ When designing any elements to your presentation, be aware of how easy it is to overwhelm and, consequently, lose the students' attention.
- ❖ Take advantage of the research that has been done on cognitive load and its effective on online learning and use it during your design phase.





## Software:

### Qarbon ViewletBuilder

- ❖ Easy to use
- ❖ Shows cursor movement, has narration, quiz and other great features.
- ❖ Small files so loading is quick and works with all o/s.
- ❖ This is Janice's favourite.

### Captivate

- ❖ Recordings not only include voice recording but sounds and mouse movements.
- ❖ Good to use if Librarian doesn't have access to a server but can burn CDs.

### Camtasia

- ❖ More difficult learning curve
- ❖ Doesn't incorporate cursor movement, one huge file.
- ❖ Definitely not as user-friendly.

### Breeze

- ❖ Works with MS PowerPoint, easy to learn
- ❖ Good to use if continually interrupted at work because can work on it in bits and pieces and only the sound recording requires a special room.
- ❖ This is Laurie's favourite.

### Course Software: WebCT, Blackboard, Moodle

- ❖ Probably one of the harder avenues to enter because the research shows that many Instructors believe that their students already have library skills... even though we know they don't.
- ❖ If your institution is offering classes through some kind of Course Management System, you need to find a way to embed yourself and your instruction in it.
- ❖ Can be great to use because you design an entire suite of instruction, testing, etc.

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## Putting it All Together:

### Points to Remember:

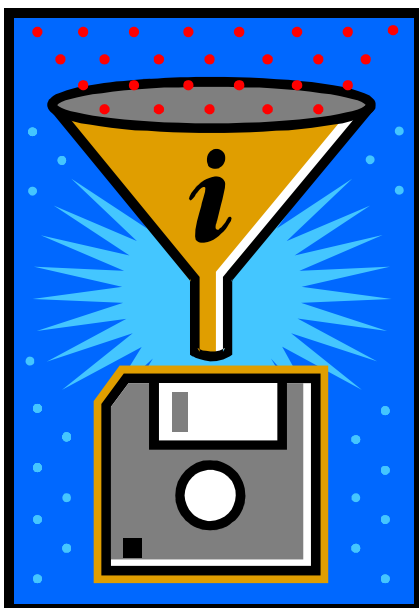
- ❖ Sometimes technology works well ☺ and sometimes it doesn't ☹ – go with the flow!
- ❖ Expectations can be very high, both from students and Instructors
- ❖ Often, operate in triage mode
- ❖ Check back frequently to make sure everything is running smoothly
- ❖ The technology is constantly changing so make sure to focus on understanding why you are teaching the way you do instead of the bells and whistles to use!

### What We Are Planning for the Future:

Laurie - Putting more of her lesson plans and test instruments online to submit for peer-review in PRIMO:

<http://www.ala.org/ala/acrlbucket/is/iscommittees/webpages/emergingtech/primo/index.htm>

Janice - Upgrading the library's website to expand library instruction online. Reference Librarians are currently at work on a series of tutorials to cover a wide-range of reference questions and will all be released at the same time.



**Further Reading**  
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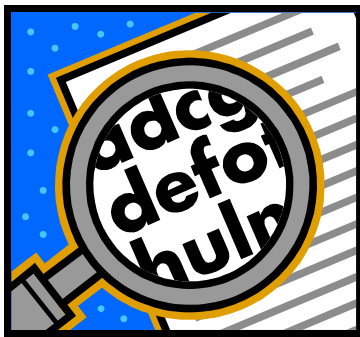
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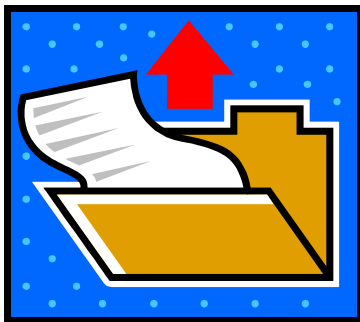
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