



North by Northwest:

Information literacy at Yukon College and Lakehead University

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Presentation:

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

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Janice M. Mutz, Reference and Distance Librarian at Lakehead University in Thunder Bay, Ontario

Introduction by Convenor:

Lisa Nowak

MISt Candidate

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Session to be followed by:

Library Instruction: Using the Public Relations Angle to Attract Faculty and Students

By Ronald Edwards, University Librarian at Bemidji State University in Minnesota



Navigating with the Compass



Working around the compass... We will start pointing North, work around clockwise and end up facing Northwest.

1. Lakehead University Library
2. Yukon College Library
3. Taking a generic class and moving it Online
4. Challenges
5. Pedagogical Approaches (that are appropriate for Online Instruction)
6. Software
7. Beta-testing
8. Putting it Altogether



Introduction to the Northwest

What we are known for:

- Forests (and forest industry)
- Wildlife (Bear, moose, the usual suspects)
- WINTER!!



Thunder Bay at a Glance:

❖Not Toronto!



What we really are:

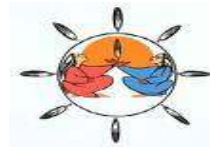
- A city of 112,000
- An hour and a half plane ride away from Toronto, but a 20 hour bus ride!
- Closer to Winnipeg, MB (8 hour drive) and U.S. Border (50 minute drive)
- Small communities spread out over a large geographical area

- economic centre for NW Ontario
- geographically isolated
- small population spread out over vast, sprawling geographical area
- resourced based economy but trying to transform into knowledge economy...



Lakehead University

- What we are known for:
- Great hockey team!
- New Medical School (with Laurentian)
- Popular programs: Education, Engineering, Aboriginal Education...



Lakehead At A Glance:

- ❖ Chancellor Paterson Library, Education Library, new Orillia Campus Library, 11 professional librarians, plus University Librarian and 30 support staff (library technicians and library assistants)
- ❖ Lakehead University (founded 1965), Thunder Bay, ON, population 112,000
- ❖ 7,600 full and part-time enrolment, popular programs in Education, Engineering, Native Nursing, Native Education,
- ❖ New Medical School; new campus at Orillia just opened in 2006
- ❖ Janice is Instruction/Distance Ed. Librarian



Introduction to the North



Picture taken from <http://www.yukonvisitor.com/about/about>

The Yukon at a Glance:

- ❖ Whitehorse, Yukon the capital and where Yukon College is located.
- ❖ The population of the Territory is 31, 500, 74% are located in Whitehorse.
- ❖ Yukon is 483,450 km² and all but one community accessible by road.
- ❖ High percentage of the population are First Nations, especially in the communities outside Whitehorse
- ❖ No reserves
- ❖ Almost all of the First Nations have signed Land Claim Agreements
- ❖ The distance between Toronto and Whitehorse is 4,075 kms, while it is only just over 2,300 kms from Toronto to Iqaluit.



Yukon College



More pictures available at http://www.flickr.com/photos/yc_library

Yukon College

- ❖ Established in 1963 as a vocational technical school
- ❖ Established as a college in 1983
- ❖ Moved to modern, main campus in 1988
- ❖ 13 campuses
- ❖ Annual operating budget of approximately \$22 million, mainly government grant
- ❖ Areas of specialty include: Trades, high school equivalency, first aid training, university transfer programs, degree programs, Northern Research Institute, and University of the Arctic.
- ❖ Approximately 700 full-time students, 5,00 part-time
- ❖ Approximately 205 full-time staff, 35 part-time, and 350 casuals

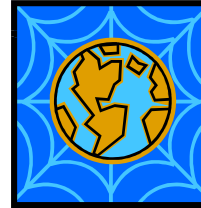
Yukon College Library

- ❖ Staff: 1 Director, 1 Manager, 2 Professional Librarians, 3 Technicians
- ❖ Reference Librarian, Laurie Prange. Instruction is primary duty but other duties include managing database subscription, administering the website, interlibrary loans, and working collaboratively with other library staff, particularly the Cataloguer.



Our similarities

- ❖ Location, Location, Location
- ❖ Student Population
- ❖ Library Staff
- ❖ Specialized Subject Areas



Location, Location, Location

- ❖ Far away from major political and economic centre (Vancouver and Toronto)
- ❖ Off-campus is a relative concept - in this case it's much, much farther than it is for other institutions

Student Population

- ❖ A significant percentage of mature students, many of whom are single parents
- ❖ A large percentage of First Nations students
- ❖ Economic concerns are far more important, these aren't 17 year olds on their parents' dime

Library Staff

- ❖ Small number of staff, even smaller number of professional librarians; Must look elsewhere for networking and collaboration with peers
- ❖ Scheduling is more of an issue and Librarians are often required to take on tasks normally given to technicians and assistants, especially during flu season

Specialized Subject Areas

- ❖ Outdoor education and Environmental Studies
- ❖ First Nations Studies
- ❖ Circumpolar issues
- ❖ Even share publication history of the Canadian Journal of Environmental Education



Growing from Challenges

- ❖ Geographical Uniqueness
- ❖ Connectivity
- ❖ Software and Hardware Issues
- ❖ Previous education
- ❖ Personnel Issues



Geographical Uniqueness

- ❖ Fly-in/remote/isolated communities (e.g.. mail delivered once a week in winter) -- Too far away from major urban areas for day trips
- ❖ No such thing as “back roads” to access areas
- ❖ Limited public transportation, which many students rely on to attend school
- ❖ Long winters

Connectivity

- ❖ Dial-Up Internet Service
- ❖ Inconsistent telephone service, often no cell service, and in the Yukon some students grow-up with Radio Phone
- ❖ For the Yukon, major priority of the government is to provide high speed Internet in all communities... but not in outlying areas

Software and Hardware Issues

- ❖ For some groups, technology can still be new that they don't know how to use it at all.
- ❖ For some groups, economic reasons mean that they don't have the newest and greatest
- ❖ Academic institutions have to provide far more computers per students because so many students can't afford computers

Previous education

- ❖ Little or no knowledge of research/libraries, i.e.. “the basics”
- ❖ High rate of high school drop-out, in many cases several years ago
- ❖ High need for upgrading, at YC approx. 40% of the students are in Developmental Studies
- ❖ Institutions focus on helping students make the transition
- ❖ Lots of assistance, such as a Learning Assistance Centre, Drop-In Centre, etc.
- ❖ Still experiencing repercussions from the Residential School system

Personnel Issues

- ❖ No Librarian on hand, on demand



How do we...

1. Reach our students?
2. Design online tutorials targeting a variety of learning styles?
3. Assess whether any of it is working?



Now that we can see that our jobs presents us with unique challenges that doesn't fit the "norm," the questions on everyone's lips are...

1. **Reach our students?**
2. **Design online tutorials targeting a variety of learning styles?**
3. **Assess whether any of it is working?**

We think of these challenges as an opportunity to try out new instructional techniques and literally re-examine what we are doing, why we are doing it, and how we can improve upon what we are doing.

Plus, it means that our jobs are never boring!



Structure of Generic Class

- ❖ Introduction
- ❖ Learning Objectives
- ❖ Short Demonstration
- ❖ Active Learning
- ❖ Recap
- ❖ Questions and Conclusion

So, let's take a generic InfoLit Class...

❖ **Introduction:**

- ❖ Greeting -- Introduce yourself
- ❖ Make sure students are seated so they can see you, use the computers, etc.
- ❖ All the good techniques like, adjusting one's speaking volume accordingly, make eye contact, etc.
- ❖ Instant body language feedback from the students so know who you're talking to

❖ **Learning Objectives:**

- ❖ Often provided by the Instructor/Professor beforehand
- ❖ Often fits with the course objectives
- ❖ Can adjust according to particular groups
- ❖ In the case of repeat students, can skip parts they learned in previous sessions
- ❖ In the case of mature students, can focus more on the new technology

❖ **Short Demonstration:**

- ❖ After saying what you're going to do; you do it
- ❖ Students instantly have a chance to ask for a repeat performance in order to confirm they understand

❖ **Active Learning:**

- ❖ Time for practice
- ❖ Can help students instantly

❖ **Recap:**

- ❖ Re-iterate the introduction
- ❖ Repeat what was learned during the demo and active learning

❖ **Questions and Conclusion:**

- ❖ Allow questions throughout presentation and can adjust accordingly
- ❖ Session can be more like a conversation than a lecture
- ❖ Gives Librarian ideas for future sessions
- ❖ Finish by stressing other avenues for assistance to students



Elements to Move Online (after some adaptation)

- ❖ Introduction
- ❖ Learning Objectives
- ❖ Demonstration
- ❖ Activity
- ❖ Feedback and/or Evaluation
- ❖ Conclusion



The Elements that we both identify as what we know we can move online and be successful are as follows:

Introduction - Although it becomes... The Sidebar, often with 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 very first step where they identify their role (or character) and the roles of everyone else (or their characters)

Learning Objectives- Although it becomes... The point of each individual demonstration

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

Demonstration - Although it becomes... The Animated Online Tutorial (OAT) itself

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

Activity - Although it becomes... The Interaction, if the tutorial is highly designed

- ❖ 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 - Although it becomes... The Test for Learning, whatever that can be

- ❖ 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, either way a record is made that the student completed the task

Conclusion- Although it becomes... The Linking to More Information

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



Pedagogical Approaches (that are appropriate for online instruction)

- ❖ Multiple intelligences theory
- ❖ Constructivism
- ❖ Instructional Design
- ❖ Cognitive Load Theory



Multiple intelligences theory

Brief Description: Howard Gardner identifies different kinds of intelligences based upon 8 criteria (originally just 7) - Linguistic, logical-mathematical, spatial, bodily-kinesthetic, musical, naturalistic, interpersonal, intrapersonal.

The contexts in which we recommend using it: After your initial beta-testing, you will receive feedback that you've missed key elements to your instruction. Experience has shown us that no matter how hard we try, we naturally design instruction to meet our needs and our preferred learning style. Instead, use MI theory to make a more balanced online instruction by filling in the gaps you've left behind.

Constructivism

Brief Description: Teacher-supported learning where the student directs his or her own learning. One of the more famous researcher in this theory is Jean Piaget.

The contexts in which we recommend using it: Make sure that your online instruction isn't just talking "at" the student. Instead, incorporate the tutorial as part of a whole package that allows the student a change to learn and explore on their own. 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. In other words, treat the students as independent learners and they will act accordingly.

Instructional Design

Brief Description: Instruction that is very well thought and planned out prior to the actual instruction that limits learning to a very narrow scope of identified learning objectives. Not so much teaching as it is independent-learning-based instruction, but there is a lot of inconsistencies in the discipline. You may know the expression ADDIE Model - Analyze, Design, Develop, Implement, Evaluate.

The contexts in which we recommend using it: Use the techniques from ID to make sure that your tutorials can stand on their own. While we recommend incorporating all the elements, we also think that each element should be good enough to stand on its own. In other words, don't be sloppy in your curriculum development.

Cognitive Load Theory

Brief Description: Comes from Instructional Design, where researchers found that the actual design of instructional materials directly affected the learners' ability to take in and process information. Consequently, considerable research has gone into effective design that promotes learning.

The contexts in which we recommend using it: 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 that fact that much research has been done on cognitive load and its effective on online learning and use it during your design phase. We particularly recommend books by Ruth Colvin Clark.

Software

- ❖ Qarbon ViewletBuilder
- ❖ Captivate
- ❖ Camtasia
- ❖ Breeze
- ❖ Course Software: WebCT, Blackboard, Moodle

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

If you have time to learn all the features, this is an ideal tool to make an entire instructional program. Recordings not only include voice recording but sounds and mouse movements. Historically used to record entire series of instruction to CD so good to use if the librarian doesn’t have access to a server.

Camtasia

More difficult learning curve, doesn’t incorporate cursor movement, one huge file. Definitely not as user-friendly.

Breeze

If you have a workload that requires frequent interruptions, this is a good choice because it’s easy to do things in bits and pieces and only the sound recording actually requires a special work area. This is Laurie’s favourite.

Course Software: WebCT, Blackboard, Moodle

Brief Description: Goes by several names: Course Management Systems, Virtual Learning Environments, Learning Management Systems, etc. Provides e-learning content, an online forum for classes, and is a primary tool for distance education.

The contexts in which we recommend using it: First, if your institution has it! Then, if the Administrators is into the idea or if she/he isn’t, you sell the idea. 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. The more classes and the more students that are in it, the more you need to be there.

Janice is currently “embedded” in many courses at LU; that’s a whole other presentation!



For further information on Creating Online Animated Tutorials (OATs)

- [COPPUL ANTS: Animated Tutorials Sharing Project](#)
- [COPPUL Guidelines for Building Animated Online Tutorials \(PDF\)](#)
- [CORIL \(Cooperative Online Repository for Information Literacy\) by OCU](#)
- [Laurie's presentation from the B.C. Library Conference \(PDF\)](#)

Explanation: Since we don't have enough time in this session to teach you everything we know about creating Online Animated Tutorials (OATs), we recommend these three resources for further learning...

COPPUL ANTS: Animated Tutorials Sharing Project

❖ Article in Feliciter - Kazakoff-Lane, Carmen. (2006). ANTS: The Animated Tutorials Sharing Project. *Feliciter* 52 (3), p. 109.

❖ Give you an idea of other OATs out there

COPPUL Guidelines for Building Animated Online Tutorials (PDF)

❖ Useful because it outlines the minimum required to meet the industry standard and meet the criteria of the project

❖ Description from the website... *These guidelines are very generic and outline:*

❖ *the basic content that everyone would naturally expect to see in a Tutorial. (i.e. remember to include a full record)*

❖ *important information on what information to include or exclude about accessing documents - dependant upon which features are included in different databases.*

❖ *some basic design elements that enable Tutorials to be exchanged readily (such as using standardized fonts and colors.)*

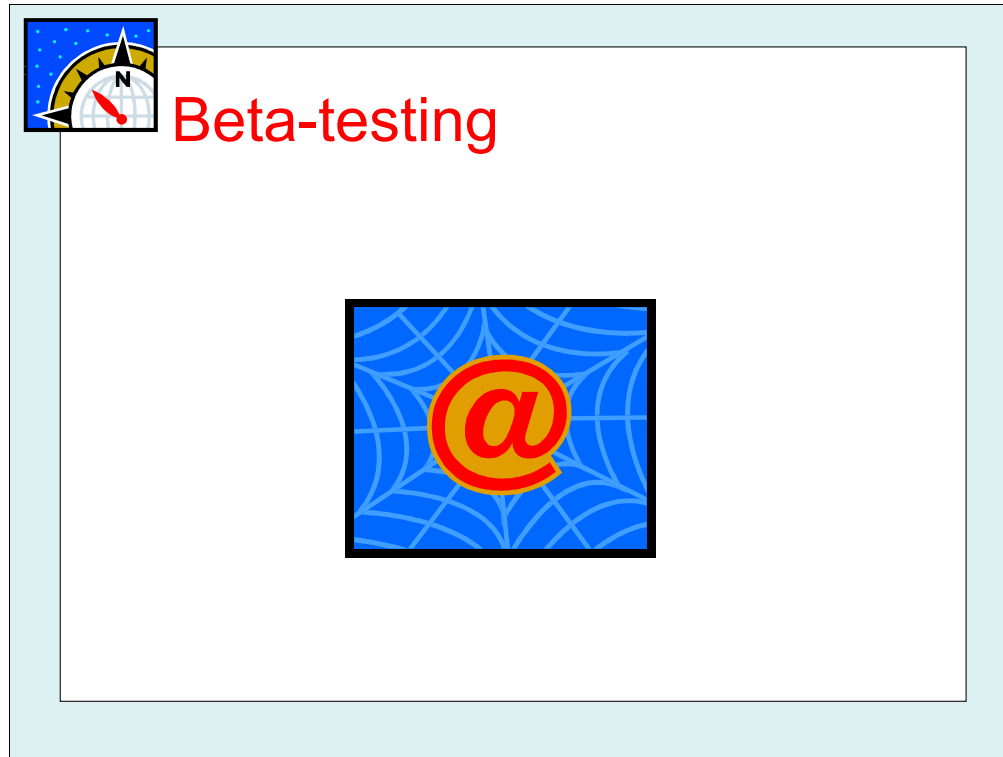
❖ *some practical advice on Animated Tutorial building (such as recommended viewing times for Tutorials, sequencing, context, etc.)*

Laurie's presentation from the B.C. Library Conference (PDF)

❖ Available in E-LIS <http://eprints.rclis.org/archive/00009438/>

❖ May find handout useful, organized in a series of steps using a mnemonic... Bob Roberts Loves Special Cards For Fun In Dawson City

❖ B = Benefits R = Research L = List S = Script C = Cut F = Fun F = Feedback I = Incorporate D = Distribution C = Check



Finding the Testers

- ❖ Variety of Instructors - Recommend at least one from Drama or Theatre; one who is non-techie; one who is very techie
- ❖ Variety of Support Staff - Who will have to help students find these tutorials?

Collecting Feedback

- ❖ Use their preferred communication style, not yours i.e. you may prefer email but what if they'd rather just talk to you?
- ❖ It's good to give them time to revise their thoughts. I've often found that some people will actually give initial feedback and then they'll come back a day or two later with more feedback. Without having strict deadlines and keeping the lines of communication open, people feel more free to participate.

Using the Feedback

- ❖ Refer back to the pedagogical approaches mentioned earlier
- ❖ Try to keep your ego about it - Always remember that if people have taken the time to give you feedback, they clearly want to help you improve, they're not there to crush your ego.

You absolutely must...

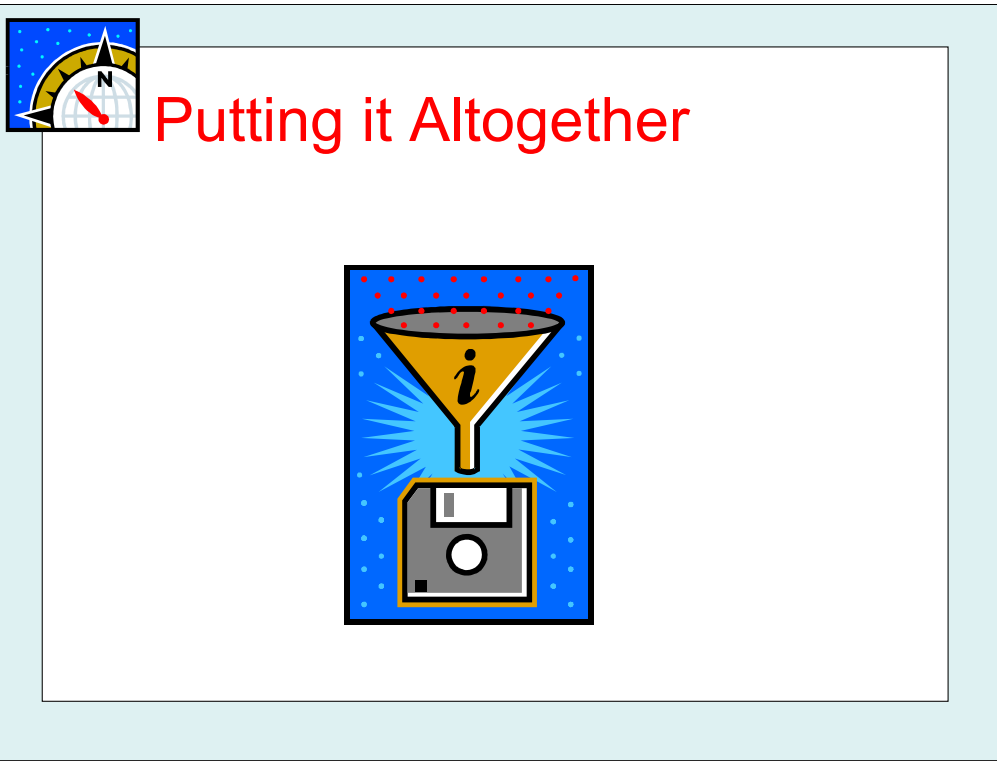
- ❖ Record results, possibly even passing it along to supervisors so that they can understand "why it's taking you so long."
- ❖ Track results from year to year and notice any trends and learn to prevent those problems - your test group won't appreciate seeing you're not listening to what they say
- ❖ Even if you do not agree with the feedback, show your appreciation for the testers. It's all about good communication style.

If you have time, don't forget to...

- ❖ Record your process for anyone to follow in your footsteps
- ❖ Share your work with others, such as ALPS LINK <http://www.eln.bc.ca/irl/>
- ❖ Create a template that you can use from one presentation to another. Students will appreciate consistency in fonts, letter-size, colours, etc. as proven in studies on cognitive load theory.

In an ideal world you would also...

- ❖ Check how everything views on multiple computers with multiple browsers and adjust colour, font, sizing, display, etc. accordingly
- ❖ Check your design means internal standards of web design
- ❖ Check that various PC computers' firewalls or pop-up blockers don't block anything
- ❖ Janice agrees with all of the above! Esp. the point about testing it on all kinds of computers, eg. older ones that students might be using, or different web browsers, eg. IE, Firefox, etc.



Summary: By taking the work that you have done in in-person classes... removing that which isn't necessary... and adding that which is necessary... and following all the necessary steps... you will have a product worth to go online for world wide distribution. But never forget that it is world wide distribution!

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 - This summer, I'm going to be working to put all my curriculum and test instruments online to submit for peer-review with ALA/ACRL's PRIMO: Peer-Reviewed Instructional Materials Online.

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

Description from website...

PRIMO, formerly known as the Internet Education Project (IEP), is a means to promote and share peer-reviewed instructional materials created by librarians to teach people about discovering, accessing and evaluating information in networked environments. The PRIMO Committee hopes that publicizing selective, high quality resources will help librarians to respond to the educational challenges posed by still emerging digital technologies.

Janice -



Our success stories:

Janice -becomes popular so people want more; double-edged sword since demand can exceed your ability to produce!
-again, similar to Laurie, once people on campus saw it, wanted to purchase it for their own use! Good since it makes the interface familiar to students here (ie. they see it on DE website, library website)

Laurie -

- ❖ Noticeable rise in positive feedback from Community Campuses and Distributed Learning Instructors and students shows that this has been a worthwhile endeavour.
- ❖ Requested by the Computer Studies program to design a series specifically for them to be included in certain classes using the content management software Moodle. First time Instructors approached me instead of the other way around.
- ❖ My "How to Use Google Reader" tutorial was featured on the Google Librarian Center website and they sent me a t-shirt and thank you note.
- ❖ Wasn't able to attend the MEC (Media Exchange Cooperative) at Capilano College April 2007 so recorded a presentation and sent it instead.
- ❖ Allowed for more extensive training while the library was closed for a month for Canada Winter Games, February/March 2007.
- ❖ Suddenly found other peer librarians at other institutions to discuss things with; no longer alone in this!

Our not-so-successful stories:

Laurie -

- ❖ Took a while to learn the technology and only Distributed Learning staff available for help (no fellow librarians), but the steep learning curve was worth it.
- ❖ Find it almost impossible to create anything during the school year, has to wait for the summer months, so some tutorials have gone out of date and no time to update them. Doesn't look good.
- ❖ Sometimes the requests for more can feel like being too successful isn't good. Have to keep focused on what's possible and not become overwhelmed.

Janice - at first, only I had a copy of Viewletbuilder so like Laurie, no time during the academic year to work on it, and only 1 tutorial was made; once all 4 reference librarians had copies though, all of them are creating tutorials so we will have a series of them

-also, like Laurie, since our website does change, sometimes the screenshots are out-of-date but that is unavoidable



For Further Information...

- ❖ See our handout
- ❖ Presentation and handout will be going on E-LIS <http://eprints.rclis.org/>
- ❖ InfoLit at Lakehead
- ❖ InfoLit at Yukon College

Webpages at Lakehead University Library on Information Literacy

- Currently a new page is under construction but we will be using the online guides/forms from this page:
 - <http://library.lakeheadu.ca/wp/?pg=37>

Webpages at Yukon College Library on Information Literacy

- ❖ Main webpage: http://www.yukoncollege.yk.ca/yclibrary/information_literacy/index.php
- ❖ Information for Instructors: http://www.yukoncollege.yk.ca/yclibrary/information_literacy/syllabi/index.php
- ❖ Assignments to Test for InfoLit Skills: http://www.yukoncollege.yk.ca/yclibrary/information_literacy/self_test.php
- ❖ Self-Guided Certificate: http://www.yukoncollege.yk.ca/yclibrary/information_literacy/self_certificate.php



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Thank you for watching this presentation.

Any questions?