How analysis of information literacy data directs the creation of dynamic online tutorials

Gail Strachan  @gailseneca
Adele Magowan  @adelemagowan
Data Collection
DNA FORM (Data Needs Assessment)

Section 1: Contacts & Data

1. Library Staff
   - Received/Initiated the request
   - Delivered the IL Activity
   - Assigned IL Activity

2. Has the library delivered an IL Activity for this subject (course) previously?
   - Yes
   - No
   - Unknown

3. If an IL Activity was requested but not delivered, what was the reason?
   - [ ] T/F
   - [ ] Not available
   - [ ] Scheduling conflict
   - [ ] Other (please specify)

4. What type of IL Activity was provided? (check all that apply)
   - [ ] Lecture
   - [ ] PQA Session (e.g., Faculty Forum, SPARK, Library Open House)
   - [ ] Assignment Editing
   - [ ] Overhead session for faculty
   - [ ] Faculty departmental meeting
   - [ ] Create or edit course readings/pages
   - [ ] Other (please specify)

Section 2: About the IL Activity

1. Information about the school
   - [ ] School of XXX

2. Information about the program
   - [ ] D.A.A. - Creative Advertising
   - [ ] M.L.A. - Library and Information Sciences

3. Information about the subject (course)
   - [ ] Key Word(s): [ ] Prefix/Instructor: [ ] Subject Code(s): [ ]
   - [ ] Section (s, e.g., 404)
   - [ ] Number of sections
   - [ ] PD Presentation
     - [ ] Name of session
     - [ ] Name of event

4. Date: When did you provide the IL Activity?
   - [ ] YES
   - [ ] NO
   - [ ] NOT Applicable

5. Duration of activity
   - [ ] 1 - 20 mins
   - [ ] 21 - 45 mins
   - [ ] 46 - 60 mins
   - [ ] 1.5 - 1.9 hours
   - [ ] 2 - 2.9 hours
   - [ ] 3 - 3.9 hours

6. About the activity
   - [ ] Number of participants who attended
   - [ ] Number of participants enrolled/registered

7. Campus location and type of room
   - [ ] Classroom
   - [ ] Library’s ETC
   - [ ] Computer Lab
   - [ ] Office
   - [ ] Other (please specify)

8. Activity type (check two maximum)
   - [ ] Introduction to Library (no assignment)
   - [ ] Research - Basic
   - [ ] Research - Intermediate/Advanced
   - [ ] Citation - MLA (including Academic Honesty)
   - [ ] Citation - APA (including Academic Honesty)
   - [ ] PD for faculty or staff
   - [ ] Other (please specify)

9. Did you receive a copy of the assignment?
   - [ ] Yes
   - [ ] No
   - [ ] N/A

Optional comments to add about the subject or presentation

Section 3: Preparation & Delivery

1. Type of preparation (check all that apply)
   - [ ] Lecture
   - [ ] PQA Session (e.g., Faculty Forum, SPARK, Library Open House)
   - [ ] Assignment Editing
   - [ ] Other (please specify)

2. Preparation time
   - [ ] Your preparation time:
   - [ ] Library staff time (if applicable)

3. Instructional aids (check all that apply)
   - [ ] Handouts
   - [ ] Library’s ETC
   - [ ] Computer Lab
   - [ ] Office
   - [ ] Other (please specify)

4. Did you make your instructional materials available?
   - [ ] Yes
   - [ ] No
   - [ ] N/A

Optional comments to add about the subject or presentation
Data Analysis
In support of online learning objects:

- Challenges:
  - **Capacity**: Number of sections vs. number of library staff.
  - **Scheduling**: Concurrent sections force library instruction too early / late in the semester to be relevant to assignments.
  - **Consistency**: Ensuring that professors allocate class time to IL sessions to each assignment causes inconsistent learning outcomes.

- How do you reach 100% of 1st semester students?
  - **Online modules** vs. **f2f**

- Future:
  - Collaboration with SELSE Faculty & Chairs
  - Staff have time for program-based instruction

- Fall 2010:
  - MK: 4 out of 22 sections of EAC150 via f2f
  - KG: 8 out of 22 sections of EAC150 via f2f
  - SY: 0 out of 34 sections of EAC150 via f2f
  - NH: 15 out of 62 sections of EAC150 via f2f

- Fall 2011:
  - MK: 7 out of 12 sections of EAC150 via f2f (26%)
  - KG: 10 out of 22 sections of EAC150 via f2f
  - SY: 16 out of 40 sections of EAC150 via f2f
  - NH: 12 out of 67 sections of EAC150 via f2f

- Fall 2012:
  - MK: 10 out of 22 sections of EAC150 via f2f (45%)
  - KG: 22 out of 40 sections of EAC150 via f2f
  - SY: 40 out of 67 sections of EAC150 via f2f
  - NH: 67 out of 100 sections of EAC150 via f2f

- BUT... students do not consistently take EAC150 in their first semester:

- The library would need to see 104 more sections to reach every student f2f...

- Reinforces the importance of targeting program-based instruction.

- Phase 1 release:
  - Intro to the Library website
  - Intro to the library catalogue
  - Finding articles at Seneca Libraries
  - Finding literary criticism
  - Finding articles on current issues
  - Popular and scholarly sources

- Videos & quizzes available as embeddable cartridges in the LMS
LO Planning, Creation, and Testing
The plan...
Working Committees

1. Needs analysis
2. Environmental scan
3. Inventory of existing internal and external LOs
4. Inventory of LOs to be developed
5. Development
Design Principles

• Accessibility
• Functionality
• Cross-curricular
Checklist

Accessibility

Learner-centredness

Design

Source: Microsoft 2013 Clipart
Library cartridges

1 step importing into CMS
Sample Videos

• Why cite

• Evaluating websites
Scripts
Filming
video editing makes me cry.
CREATE, MANAGE, SHARE eLearning Content... in the Cloud!
Perpetual Draft
Assessment of our Learning Objects
BUT... Will we be able to teach as well online as we do f2f?
The answer?
Heck yes!
Winter 2013:
Improvement with f2f: 20.4%
Improvement with video: 18.1%

Fall 2013:
Improvement with f2f: 18.7%
Improvement with video: 20.3%
It gets better...
Online tutorials are nothing to be afraid of...
Reflections

Monet to Banksy