TILLING THE SOIL:
REINVIGORATING OUR LEARNING OBJECTS LANDSCAPE

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LOEX 2024
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ABOUT US

A little context and working definitions

BRIEF TIMELINE

Where we started and what we did along the way

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WRAP UP & QUESTIONS

What’s resonating with you and what do you still want to know?
Mid-sized, regional public comprehensive university, located just over the river from Cincinnati, OH.

Primarily a commuter campus with an increase in online learners (especially in graduate programs)
ABOUT STEELY

- Organization of around 26 employees
- Around 13 librarians, no subject liaisons
- Reference is shared, but instruction is within Education & Outreach Services
Hailley & Education & Outreach Services (EOS)

Hailley
Head of Education & Outreach Services

- Responsible for the teaching and learning team in the library
- All one-shot instruction, credit-bearing courses, makerspace, and coordinating student-facing outreach
- Five librarians and 1 staff
  - FY Teaching & Learning
  - Undergraduate Experience
  - Graduate Teaching & Learning
  - Online Learning
  - Pedagogy & Assessment
  - Makerspace Coordinator
- Started at NKU in fall 2021, during a time of change
Learning object influence

- Sustainability & maintenance
- Consistency of format
- Why do we make these objects?
- Are students learning?
Learning object influence
NKU LEARNING OBJECTS

Public facing tools, objects, and environments for learning. These objects are created with learning outcomes in mind, and are updated on a regular basis, in order to ensure maximum learning. Learning objects may be used by NKU students, faculty, or staff, both in and out of the classroom.
LEARNING OBJECTS @ Steely

LIBGUIDES
Suite of curated resources to support a research inquiry. This learning object is designed to be self-directed.

CANVAS MODULES
A learning experience that teaches at least one information literacy skill and is intentionally integrated into a course at NKU.

VIDEOS@NKU
Teach and reinforce basic information literacy skills and concepts for a general NKU audience. Videos broadly address concepts and are multi-disciplinary. Videos do not address specific assignments or one-time class needs.
How did we get here?
Fall 2021
First department meeting around learning objects

Small groups
Looked at best practices, technology, and processes

Fall 2022
Second department meeting around learning objects

Small groups
Formalized small groups, built into yearly goals
OUR TIMELINE, continued

LTI Integration workgroup
Internal process work and campus communications

Fall 2023
LibGuide work (whole department involved)

Spring 2024
LTI Integration is launched in Canvas. Online Learning Librarian search begins

TODAY
Have a solid foundation, with a new librarian starting in June!
MEETING #1: OCTOBER 2021

Meeting purpose: Understand our processes for creating learning objects, create goals for creating these objects moving forward, and document the process from initial idea to competition.

- Pre-meeting survey
- Department head pulled main themes from survey into meeting notes
- Broke into 3 small groups to work on smaller, related projects
MEETING #1: SURVEY

Survey aimed to gather individual experiences and perceptions of learning object practices. Some questions included:

- What objects have you created?
- What technology/software did you use to create that learning object?
- What do you enjoy about this work?
- What’s challenging about this work?
- How do faculty request learning objects?
- Assessment/maintenance/continued use
Lessons learned from meeting #1

- Three groups were formed and presented work in December 2021
  - Literature review
  - Technology review
  - Process review

- I wasn’t ready (and the department wasn’t ready) to do this small group work
  - Created a lot of good work, but couldn’t quite implement
  - Still so many questions about who creates, who leads, who decides the vision
  - As a new department head, I was still trying to understand instruction

- In the end, other instructional priorities popped up (*scheduling and shared lesson plans*)
MEETING #2: OCTOBER 2022

Meeting purpose: Discuss our current landscape for Canvas modules, LibGuides, and learning objects and start to craft a plan for changes we want to make moving forward

- Pre-meeting reflection scenario activity
- Participatory design activity to generate conversation
- Discussion about how to actualize our next steps (and barriers we might face along the way)
“If all of these objects were a vehicle, what type of vehicle would they be?”
Vehicle #1: Tractor

- We, the department, are driving the tractor, flinging seed (objects) everywhere
- Students are the soil, absorbing the seeds and helping them grow
- Faculty are the weather, they shine on us and provide storms (feedback) to help the plants grow
- But we just plant and don’t nurture what we are growing, or see how the plants do later on
Vehicle #2: Model T-esla

- A Franken-car of sorts
- Multiple modes, self-propelled, what is old is new and what is new is old
- So many versions of things out there (and our car has different doors and parts)
- Lack of cohesion
- Cool yet also not cool
What’s our ideal car?
Building capacity into individual goals

- From October meeting, it was clear department was ready to do this work
- For librarians in EOS, job description contains the following responsibility
  - Creates and maintains online learning objects.
  - Creates and maintains subject guides, tutorials, and other digital learning objects
- Hailley started to scope out two project groups, for work completed in spring 2023
  - Feedback from the department indicated they enjoyed small group work, with scoped projects and a clear due date
SPRING WORKING GROUPS

- LibGuides as a Dynamic Learning Object
- Introductory Videos with Video@NKU
LibGuides as a Dynamic Learning Object

Committee scope
The work of this committee would be to revisit LibGuides, update the template for an enhanced learning experience, and work directly with collaborators who have learning object needs well suited to the LibGuide platform. The creation of new LibGuides would be focused on directly incorporating these guides into Canvas, via the LTI. Piloting this tool allows us to think more broadly about how to integrate subject specific LibGuides into a wider range of NKU courses.

Deliverables
- A drafted template of changes to make to the general subject LibGuides, with more of an instructional focus
- Two LibGuides (based on specific faculty requests)
- Documentation around this process
- A set of recommendations to provide to Collections & Discovery around potential changes to the controlled database subject categories
Introductory Videos with Video@NKU

Committee scope
This committee would work to create a series of instructional videos, to be hosted at Video@NKU Steely Library category. These videos could then be shared with partners within the institution, to support their learning and understanding of Steely Library and foundational research skills.

Deliverables
- A series of videos, hosted at the Video@NKU Steely Library channel, providing library 101 skills
- A scope statement of what kinds of videos should be posted at the Steely Library channel within Video@NKU
- A culling of any outdated videos from the Steely Library YouTube page
Some things that helped

(1) Campus requests
(2) Comments during Steely Library Reviews
Communicating our work, within Steely

**THESE OBJECTS CAN BE TRICKY**

- Can live in a variety of places (for us and the learner)
- Many objects depend on us to check-in and update
- Easy to get outdated if you don’t keep up
- Some are too specific, others are too broad
- Some faculty might download a module and never check-in with us
- Are they doing the teaching we want them to do?

**OUR OUTPUT**

**LIBGUIDE TEMPLATE**

After reviewing dozens of LibGuides from libraries across the United States, crafted a new template that responds to students looking for primarily online resources. Focused on the basics; we don’t/can’t do everything.

**THREE NEW VIDEOS**

This group developed workflows and best practices for our Library 101 videos, which will live on our Video@NKU (Kaltura) platform. Created three new videos that put this workflow into action.

*Everyone learned a lot along the way!*

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*Slide from an All Library presentation, Feb. 2023*

*Slide from an All Library presentation, June 2023*
Three video categories:

- **Library 101** – how to navigate and use the library and resources
- **Research 101** – share information literacy concepts
- **Databases 101** – how to use specific databases

Videos on this platform can be embedded in Canvas courses, or shared in advance of information literacy instruction.
Not a place for exhaustive resources
- What are the top databases in a discipline that will point students in the right direction?

Three pages
- Starting your research
- Using additional resources
- Browsing books

Catchy header to create energy
What about the LTI?
Committee Charge
The LTI Integration Workgroup is responsible for implementing LibGuides across NKU Canvas courses. This workgroup will test out the integration in NKU’s Canvas test server space, plan for campus-wide integration in spring 2024, and develop a marketing plan/strategy for communicating this to campus partners (faculty, staff, and students).

Committee membership
- Head of Education & Outreach Services, chair
- Graduate Teaching & Learning Librarian (also involved with LibGuides small group)
- Data Analytics and Educational Technology Specialist (Canvas admin)
- Instructional designer
LTI Testing
Making LibGuide work fun

- With the integration launch scheduled for January 2024, it was time to convert our suite of subject LibGuides (40+)
- Set aside several hours to begin the process
- "10 Steps to Convert a LibGuide" to assist EOS in converting as quickly as possible (but also as in aligned as possible)
- Used a bell (pictured left) to celebrate anytime a LibGuide had been "converted"
Successful integration relied on communicating widely with campus partners

- Created an informational handout (pictured left) that provided an overview, along with guides we had converted and were ready to be used
- Survey to provide feedback and ask questions
- Stakeholders included
  - Deans
  - Assistant and Associate Dean
  - Department Chairs
  - Campus newsletters
  - Canvas announcement
SEMESTER #1 NUMBERS

902 # of Canvas courses who have interacted with our guides

2,250 # of users who have interacted with a guide in Canvas

5,379 # of times guides have been accessed

15,600 # of views across 60 LibGuides over the last 4 months

4,766 # of views on our Nursing & Allied Health Research guide
WHAT’S NEXT

- **LibGuides**
  - What LibGuides are missing?
  - Assessing the impact of the LTI
  - Continuing to increase impact

- **Videos & Canvas modules**
  - Deciding the purpose and goal of these learning objects
  - Establishing clear relationships between these and one shot instruction

- **Online Learning Librarian (starting in June!)**
  - Vision for learning objects and overall strategy
  - Building off our foundation
  - User experience testing
Some initial thoughts on this work

**Challenges**
- Playing the long game
- Work can be nebulous
- Sometimes you’re not at the right place/time to do the work you want to do
- Resources (time and money)
- Building capacity for the team to focus on this

**Lessons learned**
- Importance of keeping “fun” involved throughout the process
- Focusing on what is doable in the short term and makes dreams about the long term (you don’t have to do it all at once)
- When you cull the YouTube video channel = instructors with modules come out of the woodworks
What's resonating with you?
How does this relate to your own learning object landscape?
THANKS!

What questions can I answer?

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