

LITA Instructional Technologies IG | ALA Midwinter Sessions, January 26, 2013

Board: Nicole Pagowsky, Erica Findley & Lilly Ramin

ALA Connect: <http://connect.ala.org/node/167966>

** Note: For CCC 303 over 40 people signed in. See page 4 for TCC 303 session notes.*

Notes from Convention Center room 303 (Notes by Lilly Ramin)

Agenda: General discussion on technology (suggested tools and challenges) and instruction (face to face or virtual).

Scenario from Erica: Monthly face-to-face instruction sessions held, but since I don't get to see all the students (partly because of geography – a long commute to get to that campus), so I am encouraged to do online instruction.

Replies and Suggestions:

1) - "One shot instruction virtually can be very tough"

- Offer an a la carte menu of topics: Tell professor to pick what s/he wants for the students (i.e. 5-10 databases chosen from menu)

- Screencasts are helpful

- At least show them more than a general "everything in 50 minutes" presentation

This [collaboration] starts a better dialogue

- Another librarian mentioned that with the menu, sometimes the professors says they want everything in the instruction session

- Librarian suggested it be framed as if a follow-up session may be appropriate (I.E. okay, we can do that but the follow-up will be more specific to the class)

Tip: Make sure professor/teacher is present during the instruction session so they know our purpose ("not babysitters but presenters/instructors")

2) Similar situation at another librarian's campus

Library research modules were created

Piloting "soft chalk" URL: <http://softchalk.com/>

Soft chalk is good because it does not require a lot of tech skills.

It's a website without the code, it was created for librarians so not too much content

- You can import content to your CMS like Blackboard or Moodle

- You can add content to your LibGuides (subject guides)

<http://springshare.com/libguides/>

There is use of videos and the one shot instruction session online is held via Web X or other technologies. URL: <http://www.webex.com/>

You want to give students time for questions being developed

3) Assessment – Question raised about diagnostic testing and interest was expressed in learning more about this from others.

- Faculty do not know what their students know or not [about research skills]

- Assessment can be used to encourage faculty to understand the need for instruction

- One challenge faced: Lack of administrative support

Reply: Google Docs can be used to create surveys to distribute

(Note: some librarians mentioned the challenge of campuses that no longer support the use of Google products – IT/Legal, etc.)

- Tip: Create general modules and provide a link for feedback

4) “Flipped classroom” concept example: I taught on developing a search strategy, asynchronous, moved content to video, provided discussion questions, and graded via a rubric. I worked with a course developer.

Tool for videos Screencast-o-matic (easy to upload to YouTube)

<http://www.screencast-o-matic.com/>

5) Negotiation:

Getting into the course is important – we have to be asked or ask to do library instruction. (Look at liaison roles/ building relationships with professors/teachers)

6) Tools – find the resources that work for you and your budget

Screencast-o-matic: <http://www.screencast-o-matic.com/>

TedED (from Ted Talk): <http://ed.ted.com/>

- Teachers who have works with illustrators who have developed content

TechSmith products:

- Jing [FREE!] <http://www.techsmith.com/jing.html>
Snag It <http://www.techsmith.com/snagit.html>
Camptasia: <http://www.techsmith.com/camtasia.html>

Diigo “Collect, Highlight, then Remember:” <http://www.diigo.com/>

Access Issues:

Note access issues with some tools (i.e. YouTube in China, etc.)

Librarians can provide a script and text in PowerPoint as options

Captioning was noted as a goal

Tip (LR): Remember that low tech sometimes works best, i.e. simple screenshots and steps to guide the student/patron

Note “barriers to entry” (no download? Login?)

7) Question from Publisher – Alexander Street Press

Q: What do you want to see from us, how can we help?

A: How to, general, short starter videos would be great

Also, more targeted content about the product would be helpful

We need to make content more relevant and sometimes the videos/information about the product is too broad. Offer specific videos or information as well as general how to use/videos. Help integrating content in to Blackboard, permalinks, embed codes, and some free/open access content were suggestions.

From librarians working with students with disabilities: Since it is a common request, having videos be more ADA compliant, have captions, is much needed from

vendors. These are products we pay for and we want all students/patrons to use them.

Q: Does anyone use Second Life?

A: Not a lot of users/fans in the room but some people noted that there were viable communities. See professional literature and presentations on this.

8) Web conferencing Tools:

Web Ex

Adobe Connect: <http://www.adobe.com/products/adobeconnect.html>

Saba Classroom (Centra link changes to Saba) <https://cloud.saba.com/>

Skype

Google Hangouts (limited users)

Video Tools and resources:

ANTS Tutorial Sharing Project: <http://ants.wetpaint.com/>

Merlot: <http://www.merlot.org/>

Common Craft "our product is explanation" <http://www.commoncraft.com/>

9) Teaching Online/Planning/Training/Preparing?

- It is even more important to plan it out (even if you go away from script)
- PowerPoint or documents is used some tools, like Wimba (good if tech issue)
- Practice with colloques or others so you become more comfortable
- Practice: See if a student is available to try out technology – use two laptops
- See if a unit on campus does online instruction for faculty, like instruction technologies workshops. Attend these.
- Look at best practices (in the education, library science, and other) literature
- WAOL Washington State Online <https://www.waol.org/>

10) Engagement tools?

Poll Everywhere (some like this, some don't; potential tech issues with phones)

However, a question does spark conversation. Low stakes questions are good.

URL: <http://www.polleverywhere.com/>

11) Basic tech skills, lesson plans, and resources (includes p-12 & public libraries)

- GFC Goodwill Community Foundation > Learn Free has computer, reading & math basics to empower students to learn on their own.
URL: <http://www.gcflearnfree.org/>
- Learn NC: <http://www.learnnc.org/>
- See and Learn (lesson plans for children with Down's Syndrome) URL: <http://www.seeandlearn.org/en-gb/>

12) Printouts? Having a handout (even to put online) is good in case they do not have the technology to read online. One librarian noted this is the case at the public library—patrons like the option of having something to take with them IF needed.

Question for the members – what do you want to do in between conferences?

- Webinars if possible (suggestion to contact LITA executive or ALA tech team). Suggestion to see if ALA can provide a large online conference call (iLinc?) and the date and time can be announced in ALA Connect
- Listserv? No, most participants agreed they have too many + ALA Connect
- Post/share on ALA connect
- ALA Connect Group is: <http://connect.ala.org/node/167966>

Notes from Convention Center TCC 303 (Notes by Erica DeFrain)

The LITA Distance Learning Interest Group met at ALA Midwinter in Seattle on Saturday, February 26, 2013. It appears that there was some confusion over the proper location, so these meeting minutes document the conversation that took place following the LITA Joint Chairs meeting, in the Washington State Convention Center TCC, room 303. Approximately 10 people attended.

As the majority of those in attendance were new to the IG, we felt it was appropriate to hold a general conversation instead of follow an explicit agenda. There were many topics of discussion, best represented by the following general categories:

Tools and strategies for embedding in online courses - A number of librarians were either thinking about physically embedding into online courses or had recently begun to. The need to also virtually embed library resources and services was also discussed.

New tools for online instruction - The University of Arizona released the "Guide on the Side" online tutorial creation tool as an open source download last year. Many libraries are familiar with the tool and are interested in using the tool.

How to transition to new CMS's - Many of those in attendance had gone through multiple course management systems at their institutions. In general, students adapted quickly, whereas faculty were often more resistant to the change. The library is often seen as a neutral space on campus where faculty can get assistance with instructional design and learning how to use the new technology.

Best tools for online communication - A number of people felt overwhelmed by the numerous ways to communicate information online (listservs, email, ALA Connect, Twitter, blogs, etc). The group shared ideas for keeping up to date and discussed online privacy concerns.

While it is too late to submit an official session proposal for ALA Annual, the IG is scheduled to meet on **June 29, from 1-2:30**. It is apparent from the conversation that having a more formal presentation or panel discussion on any of the topics would be welcome. Planning for Annual will be conducted via the listserv and over Connect.