An Evaluation of a Collaborative, Blended Learning Course for Staff at Monash University Library

Lisa Smith, Director, Client Services – Humanities and Social Sciences
Steven Yates, e-Learning Coordinator

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Overview

1. Context
2. Developing staff capability
3. The first course
4. The second course
5. What we found out
6. Refinements for the next course
Monash often describes itself as a large, complex research intensive university (India Institute of Technology Bombay)

Students are on campus, off campus, multi-modal

Campuses in metro Melbourne and regional Victoria.

Malaysia – now Monash’s 3rd largest campus with 5,700 enrolled students
Monash South Africa – 3,000 enrolled students
Victoria – total 54,600 enrolled students

10 faculties, 45,825 undergraduates, 12,540 postgraduate, 4,463 higher degree by research students
7,600 full-time equivalent staff
4,500 units currently actively on offer
This is our students world....
Complex mash up of social, educational etc tools, resources – what’s social, what’s educational, quality, what’s not?

We need to engage with and be part of this environment.

Increasing complexity – academically, in society and in work.

Advent of online open courses – coursera, moocs edX (prestigious US unis providing free online courses – MIT, Harvard, Texas, UCal Berkeley) and of proprietary environments eg pearson education – increasingly part of the higher education landscape and need to be considered by higher education institutions.
This is our Library based elearning world – comprising collection and other (exams, lectures) resources, discovery tools and guides, learning materials repository, student learning portal (Moodle), physical learning spaces.

Increasingly interactive and engaging tools;
Facebook, Twitter, blogs – news alerts, feedback

Increasingly engaging, interactive tools – Search, Aspire reading list software, EchoSystem lecture capture software – for students and academic staff.

SMS notifications for return dates, availability of holds, coming events

Virtual Learning Environment (Moodle, Google suite, Turnitin, EchoSystem, Equella)

1,140 online databases, 78,000 e-journals, 420,000 e-books

Enriched discovery and use

Through increasingly engaging and interactive tools

User focused resource discovery layer, Search

Online reading lists

Library guides

Lectures online

Social media and web 2.0 tools

SMS notifications

Facebook, Twitter and blogs

eLearning content and tools for learning management system (Moodle)
Students expectations – along with challenges
Technology – central to student experience and learning
University and Library – these are critical roles and crucial for success of institutions and their students
Students will gain maximum benefit from a team-based, collaborative approach between staff across the university and with other students
Strong emphasis on collaboration, across staff and student environments.

Monash students’ learning is underpinned by a skills framework
Students are explorers, discoverers and independent learners, requiring staged skills development
Developing staff capability

- Training
- Providing tools and standards
- Consultation
The Library’s focus on teams and collaboration is reflected in its use of Coordinator positions across the Library (cross campus and branch libraries) and its structure, in particular in relation to cross-campus, disciplinary based Faculty teams of subject librarians and learning skills advisers.

Strengthening capability – is a key to achieving quality, effectiveness and sustainability.

Requires collaboration with other Library and University staff and stakeholders – staff and students
What did we achieve from the first course?

- Developed staff capability ✓
- Increased opportunities for staff collaboration ✓
- Produced quality learning artefacts for blended teaching and learning ✓
**What we learnt from the first course***

Less focus on one technology

More stakeholder input throughout projects

More opportunities to practice
e-learning development skills

Improve course design to reduce
cognitive load

Provide pre-course introduction to
improve participants’ understanding of course and technology requirements

Blocks of time away from daily work for participants to complete intensive course tasks
Second course

- Design and develop an e-learning module
  - Included more e-learning development tools
  - Run during 2012-13 with 7 Library staff
  - Developed 3 e-learning modules

- Incorporate changes to reflect learning from first course through revised design and processes
  - Improved pre-course work
  - More collaboration
  - Reordered twelve tasks integrated with...
  - Four workshops into blended learning approach
  - A reading activity

Pre-course work (planning documents, committee submissions, contact with stakeholders)

Increased emphasis throughout on collaboration – within individual project teams, across project teams in the course, and with external stakeholders at designated times – including pre-course. Pre-course process also improved – approval documents increased emphasis on brief project plan, with expected outcomes, collaboration groups, stakeholders (task 2 – meet stakeholders), and expected outcomes – with committee approval. Also more explicit setting of expectations of participants at this stage.

Much greater blend of online and face to face components and learning – previously quite separate – into a blended learning environment and approach.

A reading activity (background theory to be applied in course tasks)
Twelve tasks (authentic tasks, eg mind maps, storyboards, multimedia activities, Moodle content)
Four workshops (presentations and hands-on software skills development)
Course structure

Welcome to the Design and Develop an e-Learning Module online course. Please read the course description and learning goals before commencing the course tasks. Check the upcoming events and calendar on the right to keep up to date with the daily tasks.

Course overview:
- Course terms:
  - Term 1: 5 October 2012 - December 2012
- Course description:
- Learning goals:
- Important: Task timelines

Pre-course work: Establish Project Goals

Workshop 1: Introduction to e-Learning

Workshop 2: Working with Text

Workshop 3: Reading Activity: Learning and Interactive Activities

Task 1: Pre-Task: Structure

Task 4: Write an SME Storyboard

Task 5: Review SME Storyboard

Task 6: Design Development Tools: Intermediate

Task 7: Develop a Prototype

Task 8: SME Review: Prototype

Task 9: Review Prototype

Task 10: Assemble Final Module and Develop Media

Task 11: Submit to SME for Feedback

Task 12: Design and Create Accessibility Documents

Course evaluation
### The tasks

| Pre-course work: Establish project goals |
| Workshop 1: Introduction to Moodle and e-learning |
| Task 1: Outline your project |
| Task 2: Meet with project stakeholders |
| Workshop 2: Using Freemind |
| Task 3: Plan topic structure using Freemind |
| Task 4: Write a subject matter expert storyboard |
| Task 5: Review subject matter expert storyboard |
| Workshop 3: Work with development tools |

| Reading activity: Learning and interactive activities |
| Task 6: Write an educational design storyboard |
| Task 7: Review educational design storyboard |
| Workshop 4: Use development tools - intermediate |
| Task 8: Develop a prototype |
| Task 9: Review prototypes |
| Task 10: Assemble final module and develop media |
| Task 11: Release to small target group for feedback |
| Task 12: Publish and create accessibility documents |
# What we found out

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<td>2) Learner</td>
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<td>4) Observation</td>
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<td>5) Records</td>
<td>Implementation log</td>
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Emphasis on qualitative feedback and task artefacts
Evaluation Participants

Course participants

Expert reviewers

Participant observer
Mind map to subject matter expert storyboard
Artefacts - storyboards

1. Active Revision

The importance of effective note-taking and summary techniques for business and economics law units

1. Beyond the Library: Using the Internet for academic research

Screen: Text

Interactions/Media

1. Check your knowledge
2. Check your knowledge
3. Check your knowledge
4. Check your knowledge
5. Check your knowledge
6. Check your knowledge
7. Check your knowledge
8. Check your knowledge
9. Check your knowledge
10. Check your knowledge

Questions:

- What is the role of the internet in your research?
- How can you use the internet to find information?
- How can you evaluate the reliability of online sources?
- How can you use the internet to conduct research?
- How can you use the internet to find additional resources?
- How can you use the internet to access online databases?
- How can you use the internet to access online journals?
- How can you use the internet to access online books?
- How can you use the internet to access online reference materials?
- How can you use the internet to access online research papers?

Answers:

- Search engines
- Online databases
- Online journals
- Online books
- Online reference materials
- Online research papers

Feedback:

- How can you evaluate the reliability of online sources?
- How can you use the internet to find information?
- How can you use the internet to conduct research?
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- How can you use the internet to access online research papers?

Subject matter expert storyboard

Educational design storyboard
Artefacts

MONASH University
Monash University Library

Placing material on Monash websites

Duration: open

Please answer these questions before using materials for commercial activities or activities unrelated to higher education courses, and before placing any material on a Monash public-access website.

Tools/Resources

Lesson: Can I place this material on the Monash website?

Description: Answer the questions by applying your current situation to get relevant feedback.

place-material-online
moodle-learn-doc

Educational design storyboards - Moodle
Artefacts – peer reviews

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Developing a Search Strategy

1. Introduction

Are you overwhelmed with too many search results? Can’t find enough articles on your research topic? This tutorial will show you how to develop an effective search strategy and retrieve relevant material from a database.

2. Module Objectives

By the end of this module you will be expected to be able to:

- Identify key concepts in a research topic
- Create a concept set by listing related words (synonyms)
- Link terms within a concept set with OR
- Link concept sets with AND
- Select a relevant database – Business Source Complete
- Use Advanced search to enter search terms
- Interpret the search results
Captivate module embedded in Moodle
This slides includes positive and negative comments, but emphasises the frustration participants can feel when they don’t have access to all the resources required. It also aligns with the social constructivist (and team based approach – see last comment)

To use: Click to reveal each comment (NOTE: We can include the video clips after this slide).
These changes bring change the focus on creating a fully social constructivist course to a more balanced course, which is more practical.

Also it will hopefully enable participants to exercise more creativity.
The second course: the story so far...

- Developed staff capability ✓
- Markedly increased opportunities for staff collaboration and stakeholder input throughout projects ✓
- Produced quality learning artefacts for blended teaching and learning ✓

Greater transparency in Library about current projects and interaction with students and academics
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Provide pre-course introduction to improve participants’ understanding of course and technology requirements

Blocks of time – big question mark about these – effectiveness seems minimal at best, difficult in a busy workplace with competing demands.
Extend exploration of what other people are doing – in terms of workplace staff development, in particular in terms of how to manage time conflicts effectively and achieve project outcomes.

Synchronous activities reflect the meeting culture and practice of workplaces
Extend exploration of what other people are doing – in terms of workplace staff development, in particular in terms of how to manage time conflicts effectively and achieve project outcomes.

Synchronous activities reflect the meeting culture and practice of workplaces.
Thank you

lisa.smith@monash.edu
steven.yates@monash.edu

Questions?