ELAG 2007: E-learning and its effects on libraries Part 3 – HOW

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May 2007

Creating, managing and delivering content in an e-learning environment requires the conscious and planned collaboration of several sectors of a university’s community. Faculty, IT staff, administration staff and librarians all have roles and responsibilities in content management; however, these sectors have generally worked relatively autonomously from one another. Cooperation and collaboration become crucial.

http://www.oclc.org/reports/escan/research/proliferation.htm

It is not only the organizational elements of a university that must work together to deliver content successfully and effectively to students. Learning materials themselves must, in a sense, collaborate. In the past, if a history professor used the Shakespeare play Titus Andronicus to illustrate a particular point about warfare, she did not take the classroom material—the learning object—created by her colleague the English professor on the same play and repurpose it for her needs. In a pedagogical world supported by an enterprise-wide course management system, this becomes possible, and perhaps, desirable. These learning objects need to be managed just as the books in the library do.

http://www.oclc.org/reports/escan/research/proliferation.htm

Examples of Reusable Learning Objects
CAREO - Campus Alberta Repository of Educational Objects
University of Nottingham – School of Nursing
Universities’ Collaboration in eLearning

About
ChemCollective >> Find Activities >> Applets List >> Virtual Lab
Virtual Lab Simulation
The Virtual laboratory allows students to select from hundreds of standard reagents and manipulate them in a manner that resembles that of a real lab. It allows students to design and perform diverse experiments in inorganic chemistry, thermodynamics, solubility, and spectroscopy.

Coming Soon
We will be beta testing a new version 3D version of the Virtual Lab. Please check back for updates.

Download the Virtual Lab Simulation
Windows
- [1MB] Virtual Lab without Java Plug-in
  Note: you may need to install the Java 1.2.2 SE JRE for this application to run.
- [1.2MB] Virtual Lab with Java; no additional download required

Installation
- Untar the contents of vlab.zip to a directory on your hard drive. (For example: c:\learlife\vlab.)
- Note that extracting files from a zip archive requires a separate program, such as Winzip.
- Copy the directory into which you untarred the virtual lab, double click the file VLAB.exe. (Note for international users: click the file VLABES.exe for Spanish, VLABFR.exe for French, VLABCA.exe for Canadian)

GROUP (SONET)
Reusable Learning Objects (RLOs)

Recent-released RLOs:
- [RLO name] (2 Apr 2007)
- [RLO name] (2 Apr 2007)
- [RLO name] (2 Apr 2007)
- [RLO name] (2 Apr 2007)
- [RLO name] (2 Apr 2007)
E-learning and digital libraries

Digital libraries are a set of electronic resources and associated technical capabilities for creating, searching, and using information. Examples of e-resources: e-books; e-journals; exam. papers; online catalogues; abstract and indexing services etc. etc.

Examples of JISC funded projects in the UK

- INSPIRAL - 2001 http://inspiral.cdlr.strath.ac.uk/
- Investigating Portals for Information Resources and Learning
- 6 case studies of digital library and VLE integration

Linking digital libraries with VLEs (DiVLE)

This programme aims to explore the technical, pedagogical and organisational issues of linking digital library systems and VLEs. Specific objectives are to:

- explore the issues of linking VLEs with local institutional digital library resources and services
- implement curriculum focussed pilots, based upon units of learning, linking VLEs to digital library systems
- provide models and guidelines for other institutions about the cultural and organisational issues related to joining up these systems in an institution

http://www.jisc.ac.uk/whatwedo/programmes/programme_divle.asp
OCLC e-learning taskforce- technical and functional requirements

- Display and integrate many information windows
- Search and discovery of multiple databases simultaneously
- Provide bib. tools that permit easy searching and reference
- Present contents in user-customised formats
- Integrate plagiarism software

http://www.oclc.org/research/events/elearning/

OCLC e-learning taskforce- technical and cultural requirements

- Embed library resources in the VLE
- Integrate third party commercial info. services
- Customise portal facilities for storing personal preferences
- Provide easy access to virtual reference services at point of need
- Embed training modules to assist in information seeking

E-learning and information literacy (IL)

Information literacy is knowing when and why you need information, where to find it, and how to evaluate, use and communicate it in an ethical manner.

http://www.cilip.org.uk/professionalguidance/informationliteracy/definition/

Librarians have an important role with increase in e-resources in assisting users in IL

IL and students

Most research indicates that IL needs to be integrated into course work/modules etc. that students have to complete. It is NOT enough to have ‘extra’ sessions run by library staff.

Therefore need good communication etc. between library staff and academic staff

Information literacy and academic staff

Project at Institute of Education at University of London 2003-5 looked at staff understanding of libraries and library staff

Key findings:
- Academic staff aware of benefits of using e-resources
- Significant barriers though to their use of e-resources
++ on IL and academic staff
Lack of confidence in ICT skills, lack of time, lack of motivation
Many academic staff preferred to use Google and were confident that it was as good as other e-resources
Authentication was an issue for some – hence preference for Google
Some academic staff thought that e-resources were only needed by distance learning students

Outcomes of project
Web-based induction for staff and students
http://ioewebserver.ioe.ac.uk/ioe/cms/get.asp?cid=10446&10446_0=10465
Developing information literacy for staff and students
Research by library staff can feed in to everyday practical work of library

Experiences at National University of Ireland, Maynooth
MyVLE – inhouse developed by Dept. of Elec. Eng.
Library consulted in development of VLE
Library involved in running training programmes
“Academic librarians should be confident that their years of evaluating e-resources and teaching users how to use these resources will give them skills that can extend beyond the library as the use of technology continues to increase in teaching. If librarians are not involved not only will their skills be undervalued but also there is every chance their libraries will also”
Mary Delaney(2005) My VLE at Maynooth: e-learning and the library. SCONUL Focus 34, 40-42

Experiences at Oxford University – 1
2003 – decision made to have central VLE.
Procurement carried out by Learning Technology Group within Computing Services
Bodgington (developed by Leeds U.) installed
Local version was customised and branded as WebLearn

Experiences at Oxford University – 2
WebLearn comprises four ‘parts’
Basic administrative knowledge for student – e.g. assessment, exams
Instructional material – both interactive and self-driven
Communication and social space – discussion boards, announcements
Links to content, resources, reading lists, websites etc.
Library and WebLearn at Oxford U.

Generic information and IL skills
User-centric support
Chat room for library enquiries
Use of Informs (software to create online tutorials) and Multiple Choice Queries
(Inform is part of Intute – http://www.intute.ac.uk)

Experiences in e-learning at UWA – full-time students

- Blackboard - web-based VLE, publication of course materials, online communication, group collaboration, active learning
- ALL modules taught within the university now have a Blackboard ‘space’ - but not all populated
- Mainly used by lecturers to ‘deposit’ materials e.g. course handouts
- Some innovative use

UWA and distance learners

- Dept. of Information Studies has some 1000 distance learners – mainly working in libraries all over the world
- E-learning support via FirstClass
- System initially developed in 1992
Mainly a ‘messaging’ system

Secker’s steps for library staff and e-learning

Get out of the library and network with educators, technologists and administrators
Seize opportunities to learn about learning and e-learning
Develop an information literacy programme that is integrated with the curriculum
Consider establishing a ‘library area’ within the VLE
Embed existing library resources into online courses

… and more

Develop online reading lists within the VLE
Get involved with staff development – don’t assume that academic staff are information literate
Learn about appropriate metadata standards
Consider setting up an e-print repository
Investigate funding opportunities for library and e-learning projects