Practice Makes Perfect: Creating Information Literacy Modules for Learning Management Systems

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Why Create an Online Tutorial?

- Reach students you may never talk to or see
- Enable students to participate actively in the learning process
- Students can repeat a tutorial as needed
- Encourages students to become independent learners
- Great for reaching ESL students, distance learners, shy freshmen
Why Create an Online Tutorial?

Can be accessed on multiple devices
- desktop or laptop computer
- iPad
- smart phone

Can be mounted on multiple platforms
- learning management systems
- LibGuides
- YouTube
- Vimeo
- library webpages
Variety of software is available
- Captivate
- iMovie
- Camtasia
- Panopto
- PowerPoint
Things to Consider

Time
- There is a learning curve
- A significant investment of time and energy

Support
- Do you have access to software through your institution?
- Is training available through your institution or online?
- Do you know a colleague who has created successful online tutorials?

Utility
- How will this tutorial be used?
- Is there a need for this?

The Downside
- Online tutorials go out of date quickly
Getting Started

- Find a need to be addressed
  - Reference questions
  - FAQs
  - Focus groups
- Select the goal of the tutorial
  - Information Literacy Standards, the Framework
- Establish what you want to accomplish with the tutorial
  - Quick overview
  - More in-depth session
Different types of tutorials

Quick overview
- Addresses an immediate need
- Informational
- Small investment of time for learners
- Fewer interactive features
- More difficult to incorporate assessment into the tutorial

In-depth tutorial
- Online class
- Provide more opportunity to learn skills
- Longer investment of time for learners
- Include quizzes, other interactive features
- Incorporate assessment
Your Audience

- Beginners?
- Experienced users?
- How much knowledge do they have?
- If students are new, how much will they know about the library?
  - The library's website
  - Locations in the library

- Music students
  - Do they have a basic knowledge of music?
    - Basic music terms such as symphony, sonata, aria
Things to Consider When Working with Music Students

- Known-item searching predominates for scores and sound recordings
- Preferred search is by composer simply because title and uniform/preferred title searches are problematic
  - Must be aware of preferred titles and differences in searching a specific title versus a generic title
    - The Magic Flute vs. Die Zauberflöte
  - Must know key, opus number, instrumentation, arrangement, work number, thematic index number
    - Op. 7, BWV 1047, K. 622
- Immediate need for basic foreign language skills, most notably German, French, and Italian
Writing the Script

- State the goal of the tutorial
- Define why users should learn this skill (WIIFM)
- Clearly present each step
- Summarize the objective at the end
Writing the Script

- Use clear, simple language
- No jargon!
- Use only the minimum number of words necessary
- Use examples for every concept
- Use language designed to be spoken, not read
- Keep in mind the ‘Curse of Knowledge’
Storyboarding

Visualizes the pace and rhythm

Matches words to pictures

Reveals weaknesses in your script

Reveals problems early in the process

Screen Type: Content Screen with Animation

Screen # 6

Page | Welcome!
Title

Audio Transcript

Hello and welcome to the course! I’m Christine, your coach for the course.

Onscreen Text

Hello!

Media

Different poses of the coach synced with audio.

Title: 
Page: 

Action | Dialogue
Translation | Timing

Action | Dialogue
Translation | Timing

Source: https://example.com/your-course/uploads/2023/01/12/9f1e23a.png
Design Principles

Create a tutorial that can be used by as many people as possible

- Incorporate different modalities for different types of learners
  - Text
  - Audio
  - Video
  - Visual cues

- Allow users to control navigation, speed
- Create different ways for learners to interact with tutorial

UDL ON CAMPUS · Universal Design for Learning in Higher Education. http://udloncampus.cast.org/home#.Was1v7J96Uk
Sounds, Images, and Words

• Use both text and images
  • Research shows more learning occurs when using both

• Use audio and visual elements
  • Learners process more when watching and listening
  • But don’t read the words appearing on the screen

• Minimize distractions
  • Don’t use animation unless it is essential to the understanding of a process
  • Keep clever transitions to a minimum!
• Use pictures only when image is clearly related to the text
  • For static images use written text
  • For animated images use spoken text

• Sequencing
  • If image and text cannot be presented simultaneously, place the image before the text

• Avoid “redundancy across modalities”
  • Do not use written text that duplicates spoken text combined with images
Signaling and Cueing

- Use these devices to indicate important concepts
  - Spoken text
  - Colors
  - Arrows
  - Boxes, shapes, or callouts
  - Special effects
    - Use sparingly!
Assessment

- Pre-release evaluation
  - Usability testing
  - Focus groups
  - Colleagues

- Post-release evaluation
  - Pre- and post-tests
  - Survey
  - Usage statistics
  - Provide an address for feedback
Questions?

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