

*A Presentation to the WPWVC-ACRL Spring 2019 Conference*

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# Digital Learning Objects in Library Instruction and Training

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Carlow University

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*Introduction*

# Transforming Instruction and Training

Promoting Student Engagement and  
Learning

# Information Literacy Instruction

*First Iteration*

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# Google Slides

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Google Slides provided a basic framework for putting ideas into a workable form. Variations on projects developed in Google Slides formed a solid core of material for projects at other libraries. While the finished product did not meet the standards we had set, Google Slides was nevertheless a useful means by which the basis of a new model for information literacy instruction at Carlow University came into being. Among its chief positive attributes is its flexibility and the ubiquity of Google's products.

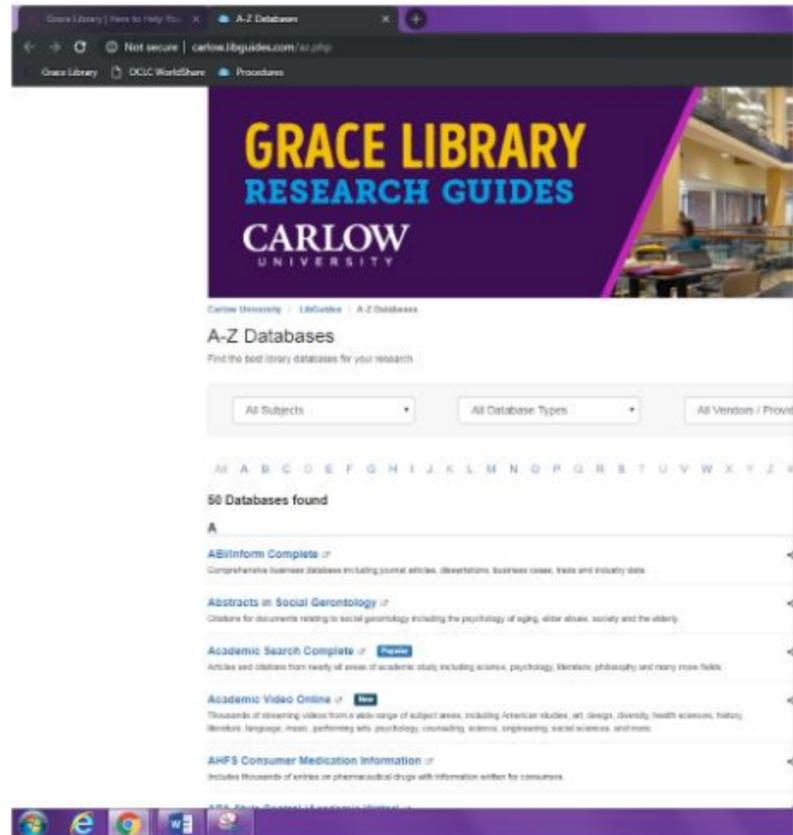


Google Slides

# A-Z Databases

Carlow University subscribes to 50 databases. When you use Discovery, the search tool looks for anything in our collection (books, articles, etc.) containing the keyword(s) in your search. As you might expect, this can lead to some pretty ambiguous results.

The best way to improve your results is to use the database's preferred language.



# Where to Start

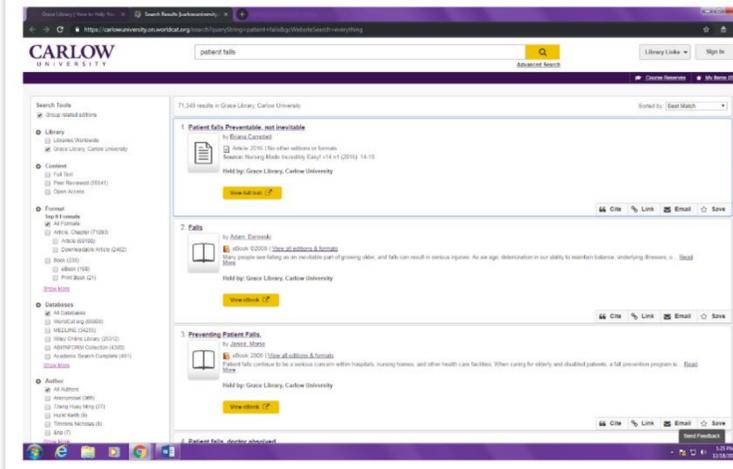
Grace Library's website links to WorldCat Discovery. This is a helpful starting point.



While this is a good starting point, there are better ways to conduct a search!

# (Still) For Your Consideration

What am I looking at? As you might have noticed, this is pretty general. How can we find more specific information? First, let's think back to the A-Z Databases. Are there any more specific resources we can use?



*Second Iteration*

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# PowerPoint

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After testing out different ideas in Google Slides, Grace Library then explored options using Office 360's PowerPoint application. In developing content for a PowerPoint presentation, we adapted the rough draft created in Google Slides. The intention here was to make use of those products already to available to us through the University.





### *Third Iteration*

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## Canva

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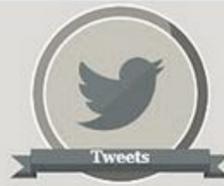
While the PowerPoint results were an improvement, we determined that there was room to expand this project further. To that end, we then experimented with developing ILI material using Canva. Canva's main advantages are as follows: 1) user-friendly interface, 2) visually appealing projects, 3) accessible via a range of devices, 4) able to be embedded in other projects.



# Types of Sources

## Different Resources for Different Needs

Depending on what you're trying to find out, you want to check different resources. Each category listed here covers a pretty broad range of information. For college-level work and above, you're going to want to stick with professional and scholarly journals, academic books, and any other resources your instructor wants you to use. If you're not sure how to find something, then feel free to ask a librarian! We're glad to help however we can.



Tweets

A platform for millions of very short messages on a variety of topics that enables brief dialogue between distinct groups of people across geographic, political, cultural and economic boundaries.



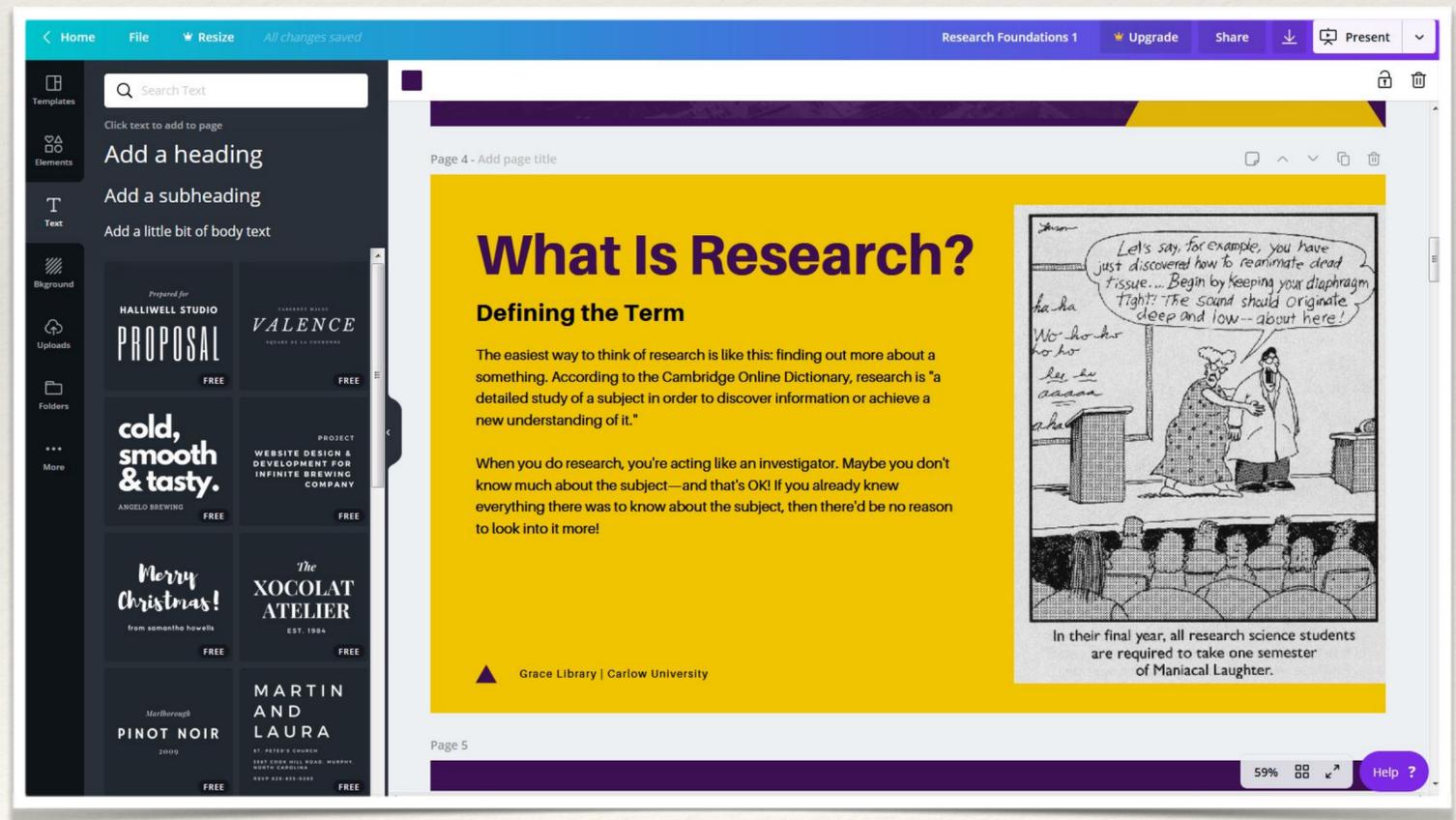
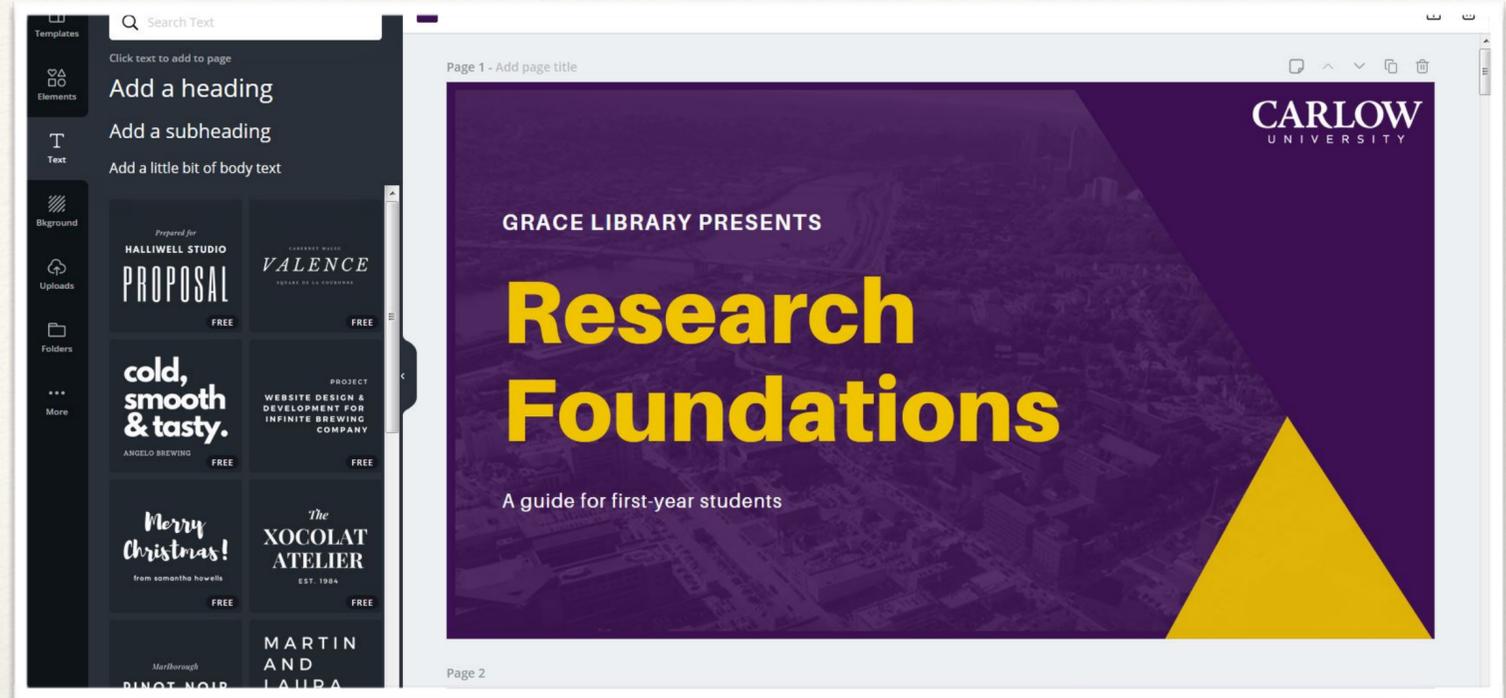
Newspaper

A reporting and recording of cultural and political happenings that keeps the general public informed of daily events, sports, and current news. Opinions and public commentaries can also be included.



Scholarly journal

A collection of analytic reports that outline the objectives, background, methods, results and limitations of new research written for and by scholars in a niche field.



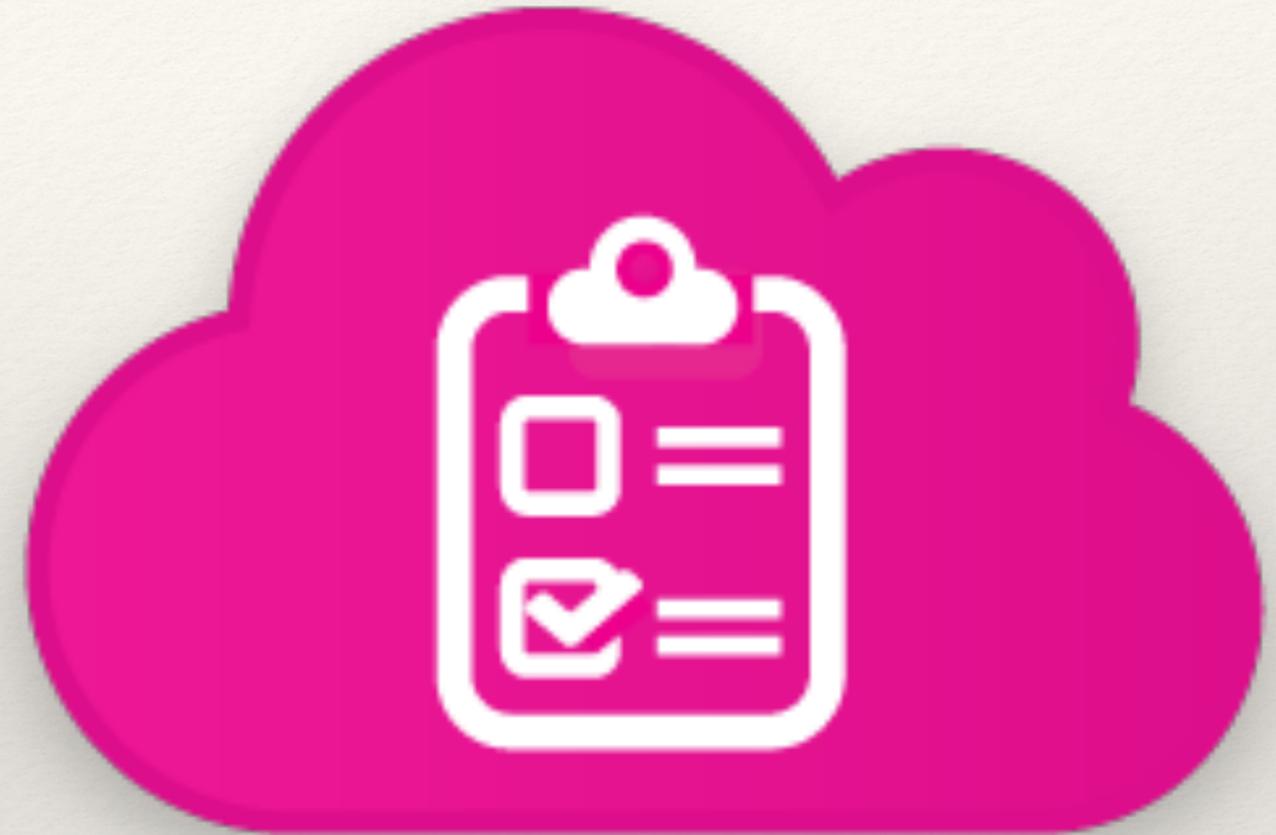
*Fourth Iteration*

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## LibWizard

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Once the Canva draft was completed, we tested various ways of presenting ILI content through Springshare's LibWizard platform. This ultimately led to uploading the Canva slideshow to LibWizard. Under this model, learners would view the slideshow and then be assessed on the material in the presentation. This had the added advantage of, again, being hosted on a platform we were familiar with.



Which of these questions sounds too broad to research? (required)

- Why is Apple popular?
- What marketing strategies does Amazon currently use?
- How has Microsoft's advertising changed since 2005?
- How might the development of artificial intelligence influence the ways in which everyday users interact with technology?
- All of the above
- None of the above

Using the arrows beneath the slides, go through the presentations in this module. At the end of each section, there will be a brief assessment to test what you've learned.

CARLOW UNIVERSITY

GRACE LIBRARY PRESENTS

# Research Foundations

A guide for first-year students

Research Foundations

Section Three (page 5 of 7)

Menu

Using the arrows beneath the slides, go through the presentations in this module. At the end of each section, there will be a brief assessment to test what you've learned. When you're finished with a presentation or quiz, just click the "Next" button in this box!

Next

Back

## EXAMPLES

 <p><b>Seinfeld</b> The Big Salad</p> <p>George gets upset that Elaine thanks his girlfriend for getting her a "big salad," even though he paid for it. Petty? Sure. Fair? You be the judge!</p>	 <p><b>Vanilla Ice</b> Ice Ice Baby</p> <p>One of the more obvious examples. While he denied accusations, the bassline from "Ice Ice Baby" is clearly stolen from David Bowie and Queen's hit "Under Pressure."</p>	 <p><b>Shia LaBeouf</b> HowardCantour.com</p> <p>Shia LaBeouf had a rough few years. In this case, he was caught directly lifting words and ideas from Daniel Clowes's graphic novel <i>Justin M. Damiano</i>.</p>
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Share Tweet More

3 of 8

Made in Canva

*Fifth Iteration*

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## Rise

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Consultation with Carlow University's Center for Digital Learning and Innovation led to Grace Library developing content using Articulate 360's Rise application and creating an important interdepartmental relationship with that office. Furthermore, the interactivity inherent to Rise's platform enabled us to engage students in more authentic and dynamic ways, such that their active participation in knowledge acquisition would then overtake simply passively receiving information from a slideshow or other presentation.



## WHAT IS AUTHORITY?

## WHO IS AN AUTHORITY?

## PEER REVIEW

### Expertise

The easiest way to think of authority is like a qualification. Authorities have extensive knowledge of their areas of expertise, and are actively engaged in larger conversations about what they specialize in.

Take a look at the video below. One of these characters is an authority on the law, while the other is not. Whose advice would you trust?



A screenshot of the Carlow University website. The page is titled 'Research Foundations' and is 37% complete. A sidebar on the left lists various topics with checkboxes: 'What Is Research?' (checked), 'Why Do Research?' (checked), 'Research Is Formalized Curiosity' (checked), 'Broad to Narrow' (checked), 'Types of Sources' (checked), 'Research Is a Process' (checked), 'Grace Library's Website' (unchecked), 'Search Results' (checked), and 'Effective Searches' (unchecked). The main content area features the Carlow University logo, navigation links for 'ADMISSIONS &amp; AID', 'ACADEMICS', and 'STUDENT LIFE', and a 'Library Search' section. A search tool overlay is visible, titled 'Search Tool', with a search bar and a 'Search' button. Below the search bar is a 'CONTINUE' button. The background image shows a group of students sitting at a table in a library, with the text 'Grace Library' overlaid.

A screenshot of a course preview page for 'Evaluating Information', which is 18% complete. The sidebar on the left lists topics: 'A Closer Look' (checked), 'Authority: What Is It and Who Has It?' (checked), 'Not All Sources Are Created Equal' (unchecked), 'Bias' (unchecked), 'Signs of Bias' (unchecked), 'Sources' (unchecked), 'Fact Checking' (unchecked), 'The CRAAP Test' (unchecked), 'Thank You' (unchecked), and 'Assessment' (unchecked). The main content area features a video player with a medical doctor character, Lorraine, who is speaking. A speech bubble from her says: 'Hey there! I'm Lorraine, and I'm a medical doctor. I'd like to talk to you about the best treatment options for an infection. Do you think I'm an appropriate authority?'. Below the video, there are two numbered callouts: '1 You seem like an authority to me!' and '2 Sorry, but I think there are more qualified people than you to tell me about ways to treat an infection!'. The page is titled 'Lesson 3 - Not All Sources Are Created Equal'.

# Work-Study Student Training

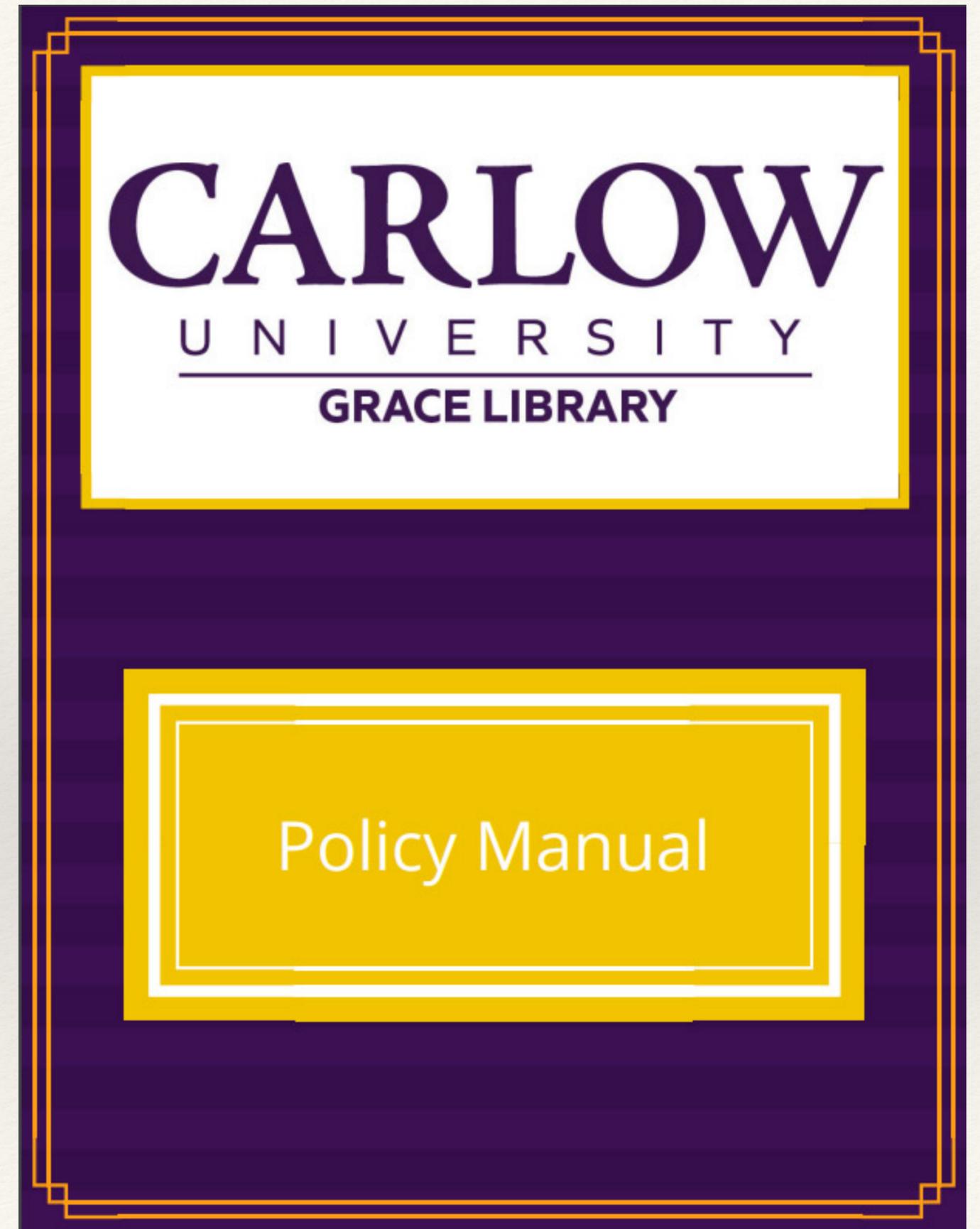
*First Iteration*

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## Policy Manual

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Work-Study training was tracked using an Excel spreadsheet; training materials included Grace Library Policy Manual, the "LC Easy" Library of Congress training program, a mandatory employment agreement, and hands-on practice.



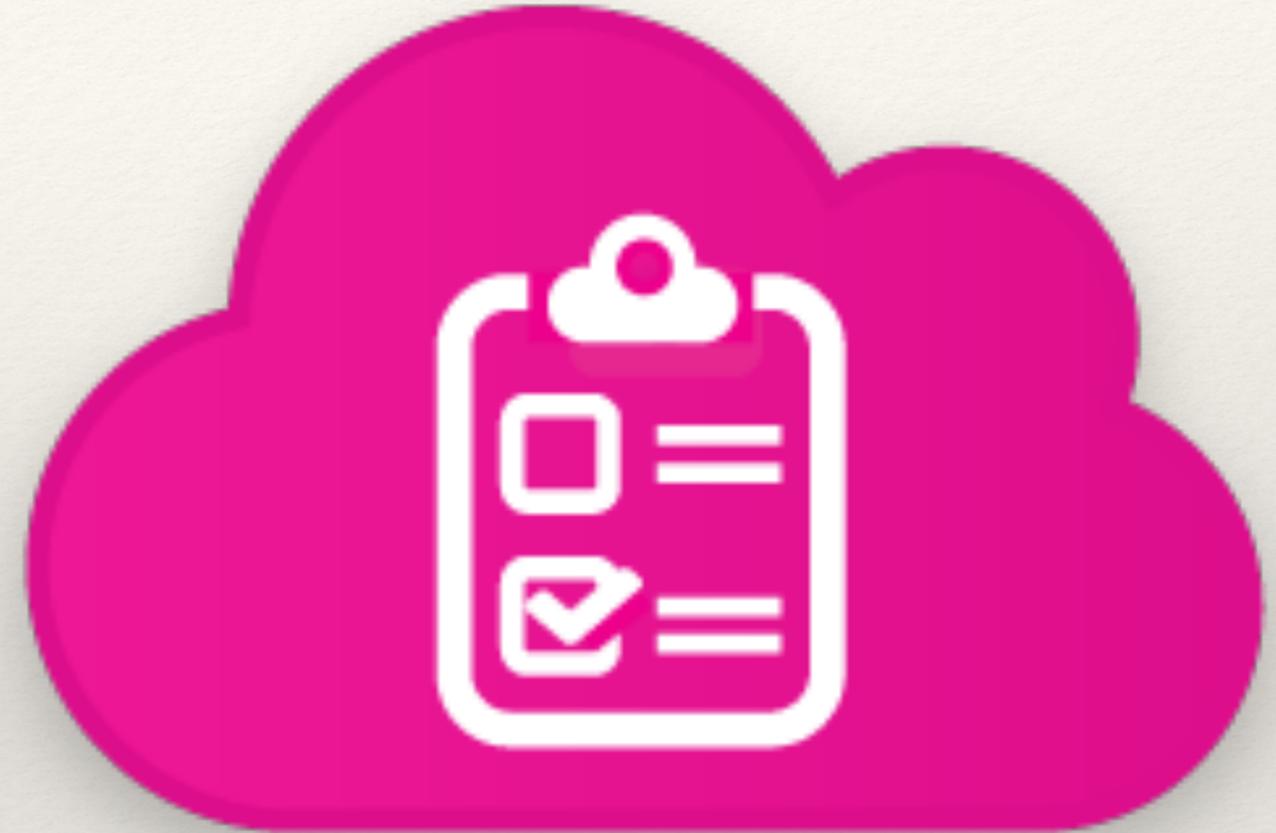
*Second Iteration*

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## LibWizard

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After evaluating the previous training procedures and getting feedback from students, a more detailed training handbook was created. Supplemental quizzes were created using LibWizard and an end-of-year evaluation process was proposed.



## Grace Library Work Study Training Quiz

Congratulations! You have now completed the Grace Library Work Study Training! The following quiz will test your understanding of what you've learned. There are two sections to this quiz: the first will focus on basic knowledge of collections and policies, and the second will present you with possible scenarios and ask you to pick the best response to the situation.

Good luck!

Begin

7. What library classification system do we use to sort and catalog the books in Grace Library?

- Dewey Decimal
- Dickinson
- Iconclass
- Library of Congress
- Universal Decimal

8. What are the loan periods for the items listed below?

	Cannot Be Checked Out	1 Hour to 7 Days	3 Weeks	Due by the Last Day of Classes	Due by the Last Day of Finals	Due date is written on Book Band
Books	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Course Reserves	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
DVDs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Interlibrary Loans	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Reference Materials and Journals	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

9. Match the collections below with the correct identification sticker.

	Blue Sticker on Cover	Flag Sticker on Spine	Green Sticker on Cover	Orange Sticker on Spine	Pink Sticker on Spine	Yellow Stickers on Spine	No Stickers
African American Collection	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Contemporary Nonfiction	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Feminist Thought & Literature	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
LGBTQ+	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Popular Fiction	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ready Reference	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

### Grace Library Work Study Performance Evaluation

The Goals and Performance Evaluation form is intended to guide the supervisor and staff member in discussing the nature of the staff member's job, agreed upon goals for the coming review period, and the staff member's job performance during the past review period. The final evaluation will become a part of the staff member's employment record. The annual evaluation is one component of performance management, which includes ongoing feedback, coaching, and development.

<b>Staff Member</b>	<b>Job Title</b>	<b>Department</b>
<b>Supervisor</b>	<b>Review Period</b> <input type="checkbox"/> Fall Semester Click or tap here to enter text. <input type="checkbox"/> Spring Semester Click or tap here to enter text. <input type="checkbox"/> Other Click or tap here to enter text.	<b>Date of Evaluation</b>

#### SECTION I: PERFORMANCE LEVELS AND FACTORS

Using the following performance levels, check the box that most closely describes the staff member's performance of job responsibilities for each performance factor. A space is provided for comments about applicable accomplishments, achievement of goals and developmental concerns/needs, or specific examples.

##### PERFORMANCE LEVELS

**EXCEEDS EXPECTATIONS:** Performance frequently exceeds job requirements. Accomplishments are regularly above expected levels. Performance at a level beyond expectations is sustained, and the quality of work is uniformly high.

**MEETS EXPECTATIONS:** Performance clearly and fully meets all the requirements of the position in terms of quality and quantity of work. It is described as good, solid performance, with thorough and on-time results. While minor deviations may occur, the overall level of performance meets all position requirements.

**NEEDS IMPROVEMENT:** Performance is noticeably less than expected. The employee generally meets most job requirements, but struggles to fully meet them all. The need for further development and improvement is clearly recognized.

**DOES NOT MEET EXPECTATIONS:** Performance must improve substantially within a reasonable period of time if the individual is to remain in this position. The employee is not meeting the job requirements. A performance development plan is recommended that defines performance objectives and strategies for achieving success.

PERFORMANCE FACTOR	DOES NOT MEET	NEEDS IMPROVEMENT	MEETS EXPECTATIONS	EXCEEDS EXPECTATIONS
<b>1. KNOWLEDGE OF JOB RESPONSIBILITIES</b> Performs work by following Grace Library procedures and specified instructions. Demonstrates ability to use WMS, Discovery, etc., answers phone calls, and performs head counts. Demonstrates knowledge of library collections and policies (checkout, ILL, etc.)				

**COMMENTS:**

*Third Iteration*

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## Rise

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Upon seeing what was possible using Rise, we determined that utilizing the program would greatly enhance Work-Study training. By way of developing a self-guided, interactive tool for training student employees, we hope to improve their engagement with and knowledge of the following: job duties, customer service, accountability, and information literacy.



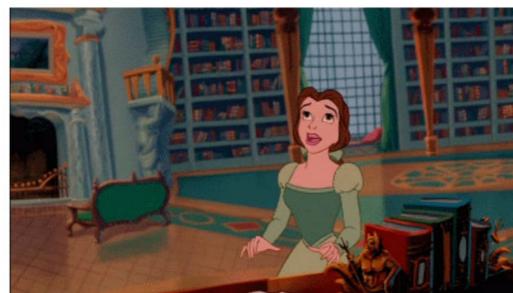
# Grace Library Student Assistant Training ASSISTANT

0% COMPLETE

- Welcome to the Grace Library Team!
- Grace Library Basics
- Scheduling, Attendance, and Evaluation Policies
- General Expectations and Customer Service
- Technology
- Student Assistant Agreement Overview
- Grace Library Mission, Vision Statement, and Goals
- General Knowledge Quiz
- Reference Services

Lesson 1 of 10

## Welcome to the Grace Library Team!



### What do Student Assistants do?

Student Assistants play a vital role in the day-to-day operations of Grace Library, and are often seen as the "face" of the library to the campus community. As a Student Assistant, you will have the opportunity to work with library employees and perform essential tasks that enable us to support the teaching, research, and scholarship of the Carlow University community. Our student assistants also help provide the staffing necessary to support our hours of operation. Because of the nature of the position, you will work and interact frequently with faculty, staff, and students.

### Missed Shifts

The following policies are in place for missed shifts and tardiness:

AUTHORIZED ABSENCES	UNAUTHORIZED ABSENCES	REPEATED ABSENCES	TARDINESS
<p>If a Student Assistant must miss a scheduled work shift due to illness or an unavoidable conflict, they must <b>contact the shift supervisor at least 24-hours in advance of their shift unless the absence is due to illness or emergency.</b> In such cases, students can <b>call the library at 412-578-6139</b> to speak with a supervisor. If a student needs to contact a supervisor when the library is closed, they can contact the Access Services Librarian via email or text.</p> <p>Grace Library is more than happy to accommodate student athletes and students who are involved in other extracurricular activities (theater, dance team, CAB, Greek life, and other student organizations). <b>However, we do ask that you include as much information as possible about meetings, games/meets, and events in your availability.</b> If you are unable to do so, we will do our best to accommodate requests off. <b>As part of this policy the Access Services Librarian reserves the right to confirm dates and times of events with the relevant organization or department on campus.</b></p>			

Question

07/20

Match the appropriate loan period with each category of items below.

Due by the last day of classes	Books
In-Library Use Only, 3-Day, or 7-Day	Course Reserves
3 weeks	DVDs
Due date is set by the lending library	Interlibrary Loans
Non-circulating	Reference & Print Journals

SUBMIT

# Looking Forward

- ❖ Library: Strengthen interdepartmental relationships on campus
- ❖ Information Literacy Instruction
  - ❖ Summer 2019: Workshop learning modules
  - ❖ Fall 2019: Connecting to Carlow (ILI)
  - ❖ Spring/Summer 2020: Analysis of CTC impact
  - ❖ Summer 2020: Develop modules for other courses in Carlow University's general education curriculum
  - ❖ Long-term: Incorporate information literacy instruction into general education curriculum, impact study on student learning outcomes
- ❖ Work-Study Student Training
  - ❖ Summer 2019: Workshop training module with summer employees
  - ❖ Fall 2019: Implement training modules, incorporate ILI
  - ❖ Spring/Summer 2020: Review student training outcomes from first cohort to go through revised training/evaluation process
  - ❖ Long-term: Work-study students demonstrate higher levels of job responsibility and knowledge, act as library advocates on campus



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# Thank You

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- ❖ If you have any questions, then please feel free to contact us!
- ❖ Richard Brzustowicz, Instruction and Outreach Librarian
  - ❖ [rrbrzustowicz@carlow.edu](mailto:rrbrzustowicz@carlow.edu)
- ❖ Alyson Koenig, Access Services Librarian
  - ❖ [ankoenig@carlow.edu](mailto:ankoenig@carlow.edu)

