



## Presentations

### **Library Research Tutorials and Course Reserves Online: Right at Home in ANGEL Learning Object Repositories**

Presenters: Lisa Forrest, Media Resources Librarian and Meghan Pereira, Instructional Technology Specialist, E. H. Butler Library, Buffalo State College

“Buffalo State College is a forerunner in utilizing features of the ANGEL course management system to enhance teaching and learning. The system allows for easy sharing of resources, such as tutorials and course reserve materials, through Learning Object Repositories. E. H. Butler Library has combined forces with Buffalo State’s Instructional Resources (IR) to provide a basic research skills tutorial to the entire campus. This Foundations of Research tutorial, which includes gradable interactive activities, is made available through an ANGEL repository, which allows faculty to directly import the information to their courses. The library also uses an ANGEL repository to provide reserve materials through a convenient Course Reserves Online service, which has proven to increase resource usage and ease of delivery to students.”

### **Custom Library Services and Resources within ANGEL Courses**

Presenter: Pauline Lynch Shostack  
Electronic Resources Librarian/SUNY Onondaga

“Onondaga Community College’s Coulter Library, in partnership with the Online Learning Office, created a customized library tab and specialized nursing nugget for ANGEL courses during the spring 2007 semester. The library is also piloting an online reference appointment feature this semester (Spring 2008) that will be available via the customized library tab. This session will provide an overview of how these features were created and implemented.”

### **From WebCT to Moodle: Online Information Literacy Instruction at Oakland University**

Presenter: Elizabeth W. Kraemer  
Coordinator of Information Literacy/Oakland University

“Using WebCT, Kresge Library (KL) at Oakland University (OU) first developed an online module to augment the face-to-face instruction conducted with each section of OU’s basic writing class, Rhetoric 160 (RHT 160). As OU has transitioned from WebCT to Moodle, library faculty members have increased KL’s presence by creating a stand-alone module that appears alongside, rather than within, each student’s RHT 160 class in Moodle. Librarians have also created both fully-online courses and supplemental, discipline-specific content for other classes using Moodle. This presentation reports on the evolution of Kresge Library’s LMS presence and discusses obstacles and successes in teaching in this online environment. Select results will be shared from several studies that KL librarians have conducted to assess Web-based instruction efforts through both learning management systems.”

### **1300+ Students Must Complete Our Interactive Library Tutorial**

Presenters: Marilyn G. Bodnar Professor,  
Instructional Initiatives Librarian and Joshua D. Young, Virtual Resources Manager  
Madigan Library, Pennsylvania College of Technology

“Three departments collaborated to conceptualize, design and implement an interactive library tutorial using Macromedia Flash, housed in WebCT for security purposes. In fall 2007, each of the 1300+ freshmen English Composition (ENL111) students reviewed one of six tracks using replicas of live screens from the College’s

Library catalog, ProQuest and Google, took the embedded quiz, and completed an independent assignment. We also created a statistical reporting structure that allowed us to view data about the quiz by the librarian who taught the 50-75 minute class, by ENL111 faculty member, by semester, by specific day that the tutorial was completed, by student's name, by grade received, by average grade received for all 1300+ students, by section number, and so on. Further, to help assess the responses to quiz questions, a report can be generated depicting how many total students answered a question correctly. This report can be generated listing results per track as well."

### **Using WebCT for teaching and building information literacy skills**

Presenter: Mona Florea, Education & Curriculum Materials Librarian, University of Rhode Island Libraries

"This presentation will demonstrate the possibilities that learning management systems, such as WebCT, Campus and Vista editions offer for progressively teaching and building strong information literacy skills for online students. The role of learning communities and application of educational theories such as direct instruction, differentiated instruction, and the knowledge building theory in online environments will be illustrated. The presentation will concentrate on the opportunities that WebCT offers for library online courses and for librarian/faculty created library learning modules, usage of chat rooms, and the discussion tool for enforcing information literacy programs or subject-specific information literacy and research skills. Information literacy programs for First Year Experience and Nursing students will be described. Subject-specific library learning modules for nursing, psychology, and ethics courses will also be presented. The presentation will illustrate the use of WebCT for building online learning communities and for encouraging discovery, innovation, and collective responsibility in the process of creating knowledge.

Examples of student/student, librarian/student, and faculty/librarian interaction, and collaborative

learning activities in online environments will be exemplified."

### **Seneca Libraries and Blackboard: Our Experiences to Date**

Presenters: Jennifer Peters-Lise, Metadata & Digital Services Librarian and Janet Foo, Manager, Digital Library Systems & Services Seneca College Libraries

"This session will demonstrate the initiatives Seneca Libraries has been working on for the Blackboard environment. Initiatives include: e-reserves, a research tab, tutorials, quizzes, packages, and repositories. Some initiatives suit Blackboard well and run very smoothly; others - not so much. You will laugh, you will cry, but mostly we hope you will learn from our experiences."

### **The Librarian's Corner and other embedded library resources in the CMS**

Presenter: Lori Mestre, Digital Learning Librarian, University of Illinois at Urbana-Champaign

"What began as librarians working to embed library resources into Web CT has evolved into a partnership with The Educational Technology department to help train librarians and faculty to go beyond simply providing library links. Librarians are being trained to create learning modules, to teach faculty how to create persistent URLs and to be present in their faculty's online courses. Progress is also being made on creating a public area so that librarians can store learning modules that can be "grabbed" by faculty and placed in their courses. Librarians are also creating the "Librarian's Corner, a learning module that is a part of the online course. The "Librarian's Corner" guides students through the research process for that particular subject area. It can be basic or advanced. The value is that it is present within the course space and always available to the student. The librarian tailors the information for that particular course (usually using preexisting Web pages from the library site

and modifying them) while using a template for “The Librarian’s Corner.”

The basic “Librarian’s Corner” can be a place that students click on to see the librarian; to get the contact information or a few relevant library links; a place to chat with the librarian; or to learn what’s new at the library.”

### **CU Library-2-Bb**

Presenters: Tony Cosgrave, Instruction Coordinator, Marina Tokman, Course Technology Support Specialist, and Jesse Koennecke, Access Services Librarian  
Cornell University Library

“Cornell University Library and Cornell Information Technologies have completed two phases of integrating Library resources and services into Blackboard. In phase I we added links to the Library Gateway and the “Ask a Librarian service” to the main menu of Blackboard. We installed the RefWorks building block. This building block allows BB users to link to specific RefWorks accounts. It also allows instructors to add links to existing RefWorks accounts in any of the Blackboard content areas. Documentation was created explaining the functionality of all the new additions. We conducted an extensive communication initiative to make students and faculty aware of the Blackboard and Library Resources & Services integration. Librarians and CIT staff collaborated on teaching the "Blackboard Getting Started" workshops for instructors. We also began work on a plan for gathering metrics to measure the use of these resources and services in BB. Phase II involved the use of BB for managing all Library reserves. Faculty can make Library reserve staff course builders so they can add reserve material to an existing BB course. If their instructor is not using BB the Library will create a BB course and add the reserve material to it for the instructor. We are now beginning to brainstorm ideas for phase III.”

### **Assessment can be easy via Blackboard**

Presenters: Nora Hillyer, IST & E-Reference Librarian and  
Marvel Maring, Fine Arts & Humanities Reference Librarian  
Criss Library

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“Assessment and the measurement of information literacy learning outcomes are of growing importance to librarians. Criss Library has utilized a paper evaluation for years measuring student and faculty satisfaction in library instruction, however no outcomes-based assessment had been developed. Tackling the issue of measuring English Composition students’ information literacy skills in an online environment was the new challenge. The UNO campus recently initiated an electronic portfolio system called myMAPP, to capture data to measure programmatic and individual faculty, staff, and student achievement. Developing an online version of the assessment provided an added opportunity to collaborate with the English composition faculty, and utilizing Blackboard (UNO’s learning management system) was the most efficient, familiar and convenient. The assessment, available online through Blackboard can now be delivered 24/7 in a virtual space. This familiarity, ease and convenience also increased participation in the assessment and the learning curve for all involved was minimal. The assessment project was launched in a matter of months and this was due in part to utilizing resources “close to home.” Tapping into the existing technologies and the knowledge base of faculty and graduate students on campus proved invaluable. This presentation shows how two librarians developed an effective, outcomes-based assessment instrument in Blackboard with little money and training and how others can do the same.”