**WILU Workshop
Wednesday May 14, 2008
12:30 – 3:30 pm**

WILU 37
Information Literacy
Kelowna, British Columbia
May 14 – 16, 2008

Develop your instructional palate with online tutorials: A balanced blend of theory and practice
Laurie Prange and Barbara Sobol

Initial screen while waiting for participants.

University of British Columbia, Okanagan Campus

Building: ART

Lecture Room: 214

Computer Lab: 215

Welcome!

- Introductions of presenters

- Itinerary of workshop

Develop your instructional palate with online tutorials: A balanced blend of theory and practice
Laurie Prange and Barbara Sobol

Bio of Laurie Prange

- Reference Librarian at Yukon College.
- Considerable amount of reference work by distance required by job because YC has 13 campuses spread over the entire Territory!
- Blog http://lauriethelibrarian.ca

Bio of Barbara Sobol

- Learning Services Librarian (Research) at UBC Okanagan
- Reference and instruction to undergraduates, graduate students, and faculty, with a focus on supporting faculty research.
- Recently graduated from Dalhousie University where she took an in-depth course on creating online-tutorials using lectora software – but transferable methodology.

Itinerary:

1. Welcome
2. Online lesson planning for library instruction (Laurie)
3. Adobe Captivate as a useful tool for online Library Instruction (Barbara)
4. Activity "Time for Reflection"
5. 15 MINUTE BREAK
6. Transition to Computer Lab (included in break)
7. Finish activity "Time for Reflection"
8. Time on the computer to create a mini-tutorial in Adobe Captivate (1 hour!!)
9. Time to re-group
10. Closure

Why talk about lesson planning?
Why not jump right into using the computers?

WILU 37

Develop your instructional palate with online tutorials: A balanced blend of theory and practice
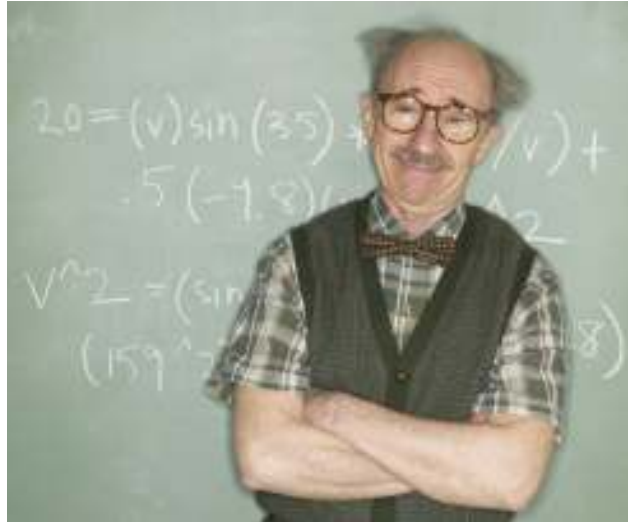**Laurie Prange and Barbara Sobol**

As the questions ask, why are we presenting this presentation this way?

Simply put, we are both seeing a lot of boring tutorials that could be easily improved if more time was put into the planning phase.

More time spent planning will result in better end products! Also, who among us has had courses online instruction lesson planning? It's such a rare skill that we wanted to present a workshop that was balanced in both theory and practice.

And don't worry, you'll still lots of time on the computers!

Let's talk about lesson planning…

Develop your instructional palate with online tutorials: A balanced blend of theory and practice
Laurie Prange and Barbara Sobol

WILU 37

Well, what is lesson planning?

"A plan is a systematic means to reach an end. Quality teaching, like any other occupation, requires rational and sound planning, organization, and management. One of the prerequisites for achieving this goal is the teacher's competence in lesson plan development. Planning therefore becomes an important part of every practitioner's professional development." Peter Serdyukov and Mark Ryan. (2008). *Writing effective lesson plans: A 5-star approach*. Page 1

Lesson planning consists of:
1. Lesson description
2. Goals and objectives
3. Materials and tools
4. Procedure
5. Reflective assessment and evaluation

Why focus on this and not jump into using the computers?
*   Easy to create poor quality learning object without a plan
*   Might miss including actual learning events
*   Use your time effectively and efficiently
*   Ability to communicate to peers, coworkers, others what you've done and why
*   Easier to incorporate one little learning object into an entire strategic plan of library instruction
*   Advance preparation improves communication in the actual learning object itself
*   Moves from theory to practice!

Now, what about *online* lesson planning?

WILU 37

Develop your instructional palate with online tutorials: A balanced blend of theory and practice
Laurie Prange and Barbara Sobol

So, how is ONLINE lesson planning different?

- So much shorter!!!
- So easy to be boring
- Lots of great new tools coming out
- So many unknowns!
- No automatic feedback, like we're used to with in-person instruction
- Almost impossible to do a pre-assessment of viewers
- Can't control who sees it
- Technical challenges we're not there to troubleshoot
- Easier for viewers to "walk away"
- Can be political because it's "proof" that librarians teach (as opposed to the ephemeral in-person instruction)
- On-demand learning regardless of library open hours or librarian work schedules requires more planning
- Portability of it all often requires a more "universal" way of teaching something
- Basically, a whole new way to meet students' needs

Pedagogical concerns for online instruction

- Constructivism
- Cognitive load theory
- Multiple intelligences theory
- Single learner vs. community of learners

WILU 37

Develop your instructional palate with online tutorials: A balanced blend of theory and practice
Laurie Prange and Barbara Sobol

Constructivism

Definition: A learning experience where learners create their own learning and knowledge and there is an acknowledgement of the experience and know that the student brings to the event. Students are active creators of their own knowledge and are guided and encouraged by the teacher.

What it means for you: Allow students to navigate their own path through tutorials. Provide multiple ways to navigate through, if you can. A static presentation style to library instruction will be less popular than interactive, multi-layered library instruction online.

Examples include WebQuests, case studies, mind-mapping, classroom discussions, experiments, field trips, etc.

Cognitive Load Theory

Definition: By building on what people already know, they can learn more. But give them too much to learn in too short a period of time, they won't learn anything at all.

What it means for you: Learning something in a second-language means that they have to do two tasks at once, something to keep in mind depending on your student population. Whenever you can, try to start with something familiar and then build upon that in the tutorial. Also, keeping a familiar lay-out, style, speaking style, and pace from one tutorial to another increases the chances of students learning because there's less "information" to take in. Consider "branding" and its power in the marketplace!

Theory of Multiple Intelligences

Definition: Every individual has a unique approach learning based upon their varying degrees of the 7 (or 8) intelligences: Kinesthetic (movement or doing), Extrapersonal (people skills), Verbal-Linguistic (speech and writing), Mathematical, Intrapersonal (self-reflective), Spatial, Musical… and possibly Naturalistic (relating to nature).

What it means for you: The more variety and quantity of ways that you can communicate in your tutorial, the higher the chances will be that students will learn from it. For example, include both a sound recording and the actual script in the tutorial.

Single Learner vs. Community of Learners

Definition: While this isn't a concept per se, it is important to consider that unlike in-person instruction, it is impossible to know how many people are viewing and using your tutorial at any one point in time. Creating a community of learners and creators should be the ultimate goal.

What it means for you: While it is easy to rely on behaviourism (certain stimuli will produce specific reaction), it is vitally important to move into constructivism for a tutorial to have more world-wide appeal! If you can even create a way for others to contribute and further your presentation, fostering communal constructivism, then you are really succeeding. Only then will your tutorial truly succeed because it then has a life of its own! That's why learning object sharing projects are so important!

Key Features of an Online Lesson Plan

- Learning objectives
- Timing
- Visual
- Script
- Activities
- Supplemental materials

WILU 37

Develop your instructional palate with online tutorials: A balanced blend of theory and practice
Laurie Prange and Barbara Sobol

Learning objectives?

•What do you want the students to demonstrate that they can do by the time the presentation is done?

•Breaking it down further into learning tasks will ensure that you incorporate each necessary step into the instruction

Timing?

•It is easy to over-estimate the time it takes to say or do something in a presentation so try not to stick too strictly to your lesson plan in this one area.

•How much time you give something also indicates its priority or importance, keep this in mind when writing your lesson plan!

Visual?

•Try to create a welcoming environment, just like you would do for in-person instruction.

•Pictures, student art, beautiful backgrounds, pleasing fonts, etc. can go a long way in making a tutorial more engaging for the learner.

•Never, ever underestimate the importance of screen captures! Always choose the actual image of the thing you're trying to teach over the words (especially in horrid bullet points) describing the image. And get the best quality image that you can get!

…Script?

•At first it will feel uncomfortable reading a script, but trust me – you will save so time in the editing process later!

•Do what you can to make your narrative still sound fresh and new during the recording. This is where the acting part comes in!

•Pay attention to the questions you ask students, just like for in-person instruction. You will get a different reaction depending upon if it's a rhetorical question, a closed-ended question, or an open-ended question and this can also be your opportunity to segue into activities.

Activities?

•Always remind yourself – If they wanted a boring PowerPoint presentation, they wouldn't have clicked on something with animation!

•Even the simplest of software has interactivity to it, such as the ability to pause, because that's what people want.

•Make it as close to what you would have them do if you were sitting beside them at a computer in the library as you can!

Supplemental Materials?

•I'm not saying that they will use your handouts, but I can promise you that if you don't provide them that's what they will ask for. It's like an unwritten rule!

•It's also a really good way to provide a low-tech version of your tutorial for those experiencing technical difficulties.

•It's a good habit to get into as you make more and more complex online tutorials

Let's look at an online lesson plan…

Develop your instructional palate with online tutorials: A balanced blend of theory and practice
Laurie Prange and Barbara Sobol

Typical online lesson plan. This one is from my Practicum to complete my Provincial Instructor Diploma from Vancouver Community College. Available on my blog, along with several articles talking about the process.

Parts I'm identifying here…

1. **Time**
   1. Good to pre-plan but often you will find that this will change as things progress
2. **Learning objective**
   1. What is your overriding goal? Hopefully, it's from a DACUM or curriculum that you have designed beforehand so it fits within an entire plan
3. **Learning tasks**
   1. What are the actual steps the students will do as they learn?
   2. "Understand" is not a learning task!
4. **Locations online**
   1. Usually, it's where will you host this?
5. **Main categories of actual lesson, such as time, image, script, student activities, and media**
   1. I prefer to put it in a table because it's easier to read and I know what everyone is doing when, but other people like point form
   2. For an online lesson, you have to consider the image that the student is looking at. This part alone makes this different from every other lesson plan you've ever made!
6. **Pre-Assessment** (which isn't possible in a brief tutorial, but something to think about anyways)
   1. I prefer to it as "polling the audience." It's a technique even speechwriters use to gauge where people are at to allow for any modifications that need to be made.
   2. While for most online screencasting you wouldn't be able to do this because it's worldwide distribution, for tutorials created specifically for classes to go into a Content Management System (i.e. WebCT, Moodle, etc.) this is where you would be successful doing a pre-assessment.

… still looking at an online lesson plan

WILU 37

Develop your instructional palate with online tutorials: A balanced blend of theory and practice
Laurie Prange and Barbara Sobol

Continuing onto the 2nd page of my example lesson plan. The following parts to notice…

1. **Post-Assessment** (more possible to do with a tutorial, but not in most cases)
    1. How are you going to evaluate that you did a good job? Survey? Worksheet?
    2. How will you know that the students learned what you wanted them to learn? Quiz? Final question to end with?

2. **Low tech version**
    1. You do have one, right?
    2. Put a few common troubleshooting solutions here.
    3. PDF of a PowerPoint presentation version of the tutorial is always a good standby
    4. Handout summarizing key points in PDF format if PowerPoint presentation is too long
    5. If you're really lucky, printed copies of a PowerPoint version available in the library along with all the other library handouts

3. **Notes**
    1. Help your fellow librarians out – explain the "hidden" things to your tutorial.
    2. Any reminders for yourself, things that couldn't be included in the main section.

Assessing the Quality

- Non-inferiority
- Value to patrons
- Location meets requirements
- Fun!

WILU 37

Develop your instructional palate with online tutorials: A balanced blend of theory and practice
Laurie Prange and Barbara Sobol

Now that you've planned things out, how will you know that what you will create will be of good quality?

What does "quality" mean, anyways?
Non-inferiority – aka it's not terrible

Can others, reviewing your lesson plan, easily recognize the value to patrons?

Do others confirm that the location meets the requirements? Have you changed plans accordingly?

Is there any element of fun in it? For you and for the user?

Since we've noticed a distinct lack of evaluative tools for all screencasters to refer to, we encourage you to consider these questions yourself!

Also, refer to Evaluation Rubric included with the handouts.

Library Instruction - Online

Definitions & Parameters

screen casting

screen capture

online tutorials

computer assisted instruction

WILU 37
Information Library
Kelowna, British Columbia
May 14 – 16, 2008

Develop your instructional palate with online tutorials: A balanced blend of theory and practice
Laurie Prange and Barbara Sobol

Lingo of tutorials: screen capture, screen casting, online or web tutorials.

Useful search term: in addition to searching databases with the keywords above, *computer assisted instruction AND internet,* often increases your retrieval of relevant articles.

Screen Casting Options

Adobe Captivate & The Competition

Develop your instructional palate with online tutorials: A balanced blend of theory and practice
Laurie Prange and Barbara Sobol

WILU 37

Why we chose Adobe: 1. Laurie already uses it to make tutorials, she also uses other Adobe products and it always makes life simpler once you already know how to use a product 2. UBC libraries already use it and I intend to create a suite of tutorials this summer 3. I am familiar with Dreamweaver which is also an Adobe product. Since we made this decision without further consultation, I thought I would pull together insight into Adobe's competitors because the use of Captivate for this tutorial is as much a matter of convenience as it is an endorsement of the product.

All of these software options have screen casting and narration capabilities. They are all basically comparable in that the products which can be created with them are of similar quality and features; Captivate and Camtasia have are the most sophisticated and allow for the most interactivity.

Comparing the Software

	Ease of Use Designer	Ease of Use End User	Cost (edu)	Interactivity	File size/type
BB Flashback	**	***	$225 (no edu)	***	sm/lg multi
CamStudio	***	****	Open source	***	lg flash
Camtasia Studio	****	*****	$199	****	sm/lg Multi
Capitvate	****	*****	$199	******	lg flash
Qarbon ViewletCam	***	**	$139	**	small

For comparisons & links see: http://www.donationcoder.com/Reviews/Archive/ScreenCasting/ For Captivate vs. Camtasia see: http://steadfastlibrarian.wordpress.com/2008/03/05/captivate-vs-camtasia-its-anybodys-game/
Accessed 16 April 2008

WILU 37

Develop your instructional palate with online tutorials: A balanced blend of theory and practice
Laurie Prange and Barbara Sobol

Design Best Practices

Audience
Time
Assessment
Active Learning
Design
Language
Creativity

WILU 37

Develop your instructional palate with online tutorials: A balanced blend of theory and practice
Laurie Prange and Barbara Sobol

Audience – Audience always needs to be considered. Who will be using this tutorial? Will the same tutorial meet the needs of your difference user groups? Ex. undergraduate, graduate, faculty [in-depth or cursory]. A recent article titled: The Impact on University Libraries of Changes in Information Behavior Among Academic Researchers: A Multiple Case Study presents a stated need by faculty researchers for online tutorials of the type we are discussing here (57)[citation in handout]. I would suggest that a tutorial aimed at first year undergraduate students and one aimed at faculty should be different, renewing a book might require the same tutorial, but you may want to provide basic and advanced options for searching a database. The potential to reach non-library users and to engage them in meaningful instruction and assistance should be considered in the design process. Many non-typical users may find instruction in this format to be a viable alternative to support their research and study.

Time – Just as with in-person instruction the amount of time spent and pace of instruction must be flexible enough to reached a varied audience with different learning capacities and prior knowledge. The time should fit the purpose of the tutorial, ANTS suggests a 3 minute max for a tutorial on database instruction. Narration must correspond in tone and timing of screen movement to ensure ease of use.

Assessment & Active Learning fit together here – When designing a tutorial, ask the questions: Can the user be assessed (quiz)? Can they assess the tutorial? Provide feedback? Is the tutorial interactive beyond pressing a next button? Does it need to be? Does the tutorial provide context so that users can extrapolate content to real life? Does the tutorial allow the user to take away the content in a handout? Does the tutorial provide info for follow up questions (ref desk, contact info)? Laurie suggests picture of librarian, but in large library, picture of ref desk would also be inviting. There is an article referenced on the handout titled: Online library tutorials, narratives, and scripts. Of all the articles I read in preparation for this workshop I found this one to be the most insightful. Bailin and Pena argue that use of a narrative script as the basis for an online tutorial provides the most potential in online instruction as students have the potential to learn in either a linear or non-linear fashion exploring the course material in breadth and depth as applicable to their learning needs (116). This expansion beyond linearity is achieved by structuring the tutorial so that the student determines, through choices, which topics to cover, and how much detail is required. I will demonstrate a tutorial on academic integrity in a minute that makes use of this structure.

Design – Best practices exist for web site design and much research has been done in human computer interaction, but there is far less agreement, research, and standards in tutorial development. I will provide some resources that you can reference for best practices in screen casting, but this is still an area in development amongst practitioners and researchers. Design should be consistent throughout a set of tutorials. Insights gained from HCI research can be applied, at least in part; simple is better, more white space is better, navigation should be easily identifiable and allow for linear and non-linear movement, progress bars should be used, media should be used where applicable but not just for the sake of it.

Language – always a barrier for libraries. Language should be meaningful in the context of the content and for learning. Jargon should be eliminated. The focus has to be on learning rather than merely demonstrating where things are. In the article on narratives that I just referred to, the necessity of accurate and descriptive language use is expanded upon.

Creativity – strive to present the information as if you don't know it; add human component such as humour, student art work, personal contact information with picture (personal or reference desk).

Design Resources

ANTS

Evaluation rubric (thank Laurie)

Articles on handout under "Practice"

WILU 37
Develop your instructional palate with online tutorials: A balanced blend of theory and practice
Laurie Prange and Barbara Sobol

ANTS- This resource is an excellent addition to the practical scholarship available regarding screen casting. Bill Badke has created a set of best practice guidelines for ANTS which also serves as a repository for tutorials to ensure the expansion of knowledge and to decrease the duplication of efforts. This repository is open to all. Carmen Kazaroff-Lane from Brandon University and ANTS contacted us to ensure that we were aware of their efforts and that we could pass this information along in this workshop. I have more information available if anyone would like it, and would encourage you to visit the ANTS site to check out this promising endeavour.

Practical Articles on handout

Examples of Captivate

U of Calgary ERIC Tutorial

Eastern Michigan University – Tour

UBC Academic Integrity Tutorial

LION TV – lots of examples

I intend to go through numerous of these tutorials, stopping to analyze and highlight the use of best practices.

Make your own tutorial

1st: Reflection Activity & Food

2nd: Lesson Planning

3rd: Renew – your enthusiasm &
            your books

Develop your instructional palate with online tutorials: A balanced blend of theory and practice
Laurie Prange and Barbara Sobol