Decanting the Library Within a Course Management System (CMS)

Presented by:

Sarah Coysh (York) and Betty Jeffery (UPEI)
Outline

- What is a Course Management System?
- What is Moodle?
- Pedagogical Implications
- Why include library content?
- How to accomplish?
- What to include?
- Results
- Next steps
- Questions/Discussion
What is a Course Management System? (CMS)

- **Definition:** A CMS is a web application (meaning it runs on a server), that can be accessed by a web browser (Cole & Foster, 2007).
- It provides a suite of software usually organised around a course or a unit (Morgan, 2003).
- It gives educators tools to create a course web site and can provide access control so only enrolled students can view it (Cole & Foster, 2007).
What is a Course Management System? (CMS)

- Common Features include software to:
  - organize and present content
  - communicate (synchronously and asynchronously)
  - assess student performance
  - record and report grades, and
  - manage class materials and activities.

(Morgan, 2003, p.16)
What is a Course Management System? (CMS) contd.

- Sometimes also called:
  - Collaborative Learning Environments (CLE)
  - Virtual Learning Environments (VLE) – wikipedia
  - Learning Management System (LMS),
  - Learning Content Management System (LCMS),
  - Managed Learning Environment (MLE),
  - Learning Support System (LSS) or Learning Platform (LP)
What is a Course Management System? (CMS) contd.

**Variety of products:**

<table>
<thead>
<tr>
<th>Product</th>
<th>Learning Space</th>
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<tbody>
<tr>
<td>WebCT</td>
<td>Learning Space</td>
</tr>
<tr>
<td>BlackBoard</td>
<td>Desire2Learn</td>
</tr>
<tr>
<td>Prometheus</td>
<td>Angel</td>
</tr>
<tr>
<td>CourseTools</td>
<td>Moodle</td>
</tr>
<tr>
<td>Learning Space</td>
<td>Sakai</td>
</tr>
</tbody>
</table>
Moodle

- Modular Object-Oriented Dynamic Learning Environment
- A free open-source course management system created by Australian programmer Martin Dougiamas
Moodle

- First version came out in Aug. 2002
- Version 1.1.1 released a year later
- Version 1.8 now; soon to be Version 1.9
Usage

- Registered sites: 42,853 (from 194 countries)
- Courses: 1,898,185
- Users: 19,930,601
- Teachers: 1,885,859

Source: [http://moodle.org](http://moodle.org) (retrieved May 4, 2008)
Open Source LMS Deployment, 2007

Source: 2007 Campus Computing Survey
Pedagogical Implications

- CMS is often used in conjunction with classroom instruction ("blended" or "hybrid" learning).
- Strengths of CMS (i.e. 24/7 access, document archiving, streamlining of administrivia etc.) can facilitate:
  - learner-centered classroom sessions
  - collaborative learning,
  - critical thinking,
  - student participation

Why Include Library Content?

- To “push” library resources relevant for individual courses
- Maximize the usage of quality resources purchased or licensed by the Library
- Libraries risk marginalization if we don’t have a CMS presence
- Extending information literacy beyond one class session
How to Accomplish?

- UPEI
- York
UPEI: "a great small university"

- Incorporated 1969
- Approx. 4,000 full- and part-time students
- Approx. 375 academic staff
- Primarily undergraduate, but graduate programs in Veterinary Medicine, Chemistry, Biology, Island Studies, and Education
- Top marks for availability of faculty members, class size, and quality of teaching (MPHEC Survey)
Moodle @ UPEI

- Fall 2007
- Webster Foundation Fund for Innovation
Pilot Project

- Webster Foundation Fund for Innovation

- To incorporate a library presence into all first-year courses, using Moodle as the delivery platform

- Initial goal: to enhance teaching and learning in first-year courses, specifically targeting nine pilot courses during the first semester of the project
You are cordially invited to join your colleagues at a brown bag lunch and a workshop co-hosted by the Webster Centre, the Senate Committee for the Enhancement of Teaching, Robertson Library, and the UPEI E-Learning Committee.

These two sessions will take place during the week of December 3-7, and will facilitate developing a solid understanding of the potential uses of Moodle as an effective learning environment. You are welcome to attend ONE or BOTH sessions.

SESSION A: BROWN BAG LUNCH
Date: Tuesday, December 4, 2007
Time: 12:00 noon – 1:00 PM
Location: ITEC Theatre in Robertson Library

Presenters: A group of educators including Andrew Trivett, Blake Jelley, Stacey MacKinnon, Betty Jeffery, and Martha Gabriel will share experiences about how Moodle has been used in a variety of courses and educational situations. The ideas and possibilities shared will help creative juices flow!

Bring your lunch with you and munch during this informal, collegial session—we’ll provide coffee, tea, and sweets.

SESSION B: WORKSHOP
Date: Friday, December 7, 2007
Time: 10:00AM-12:00noon
Location: LINC (Library Instruction Centre) in the Robertson Library

Presenter: This hands-on workshop will be facilitated by Kent Villard, the E-Learning coordinator at UPEI. Kent will work with participants to explore and learn to use key features of the Moodle online learning environment. A number of assistant facilitators will help ensure individual attention as you work through your Moodle questions.

We’ll provide some treats during the workshop to keep your energy levels high :-)!

IT IS CRITICAL TO RESERVE YOUR SPACE FOR THESE SESSIONS! Please RSVP by Friday, November 30th to webstercentre@upei.ca or call Suzanne Queen at 898-3832.

Hope you’re able to join us on the 4th and the 7th~
York University

- Celebrating our 50th birthday in 2009
- 50,000 students full/part-time (11 faculties)
- Approx. 7,000 staff and faculty
- Primarily undergraduate (over 150 programs), growing graduate programs (44 masters, doctoral and professional programs)
- 2 campuses (Keele, Glendon)
Frost Library
How to include Library Content in a CMS? (York)

- Become familiar with the CMS (i.e. attend workshops).
- Collaborate with Centre for the Support of Teaching and the Faculty Support Centre.
- Develop materials you would like to include in a test course.
- Communicate frequently with CMS implementing staff.
- Evaluate/Feedback.
- Offer your resources to faculty who are creating a new course or who already have courses in the CMS. New Faculty are a good target.
- Collaborate with liaison librarians who tend to be early adopters of technology.
- Advocate your services.
What to include?

2 levels: Macro vs. Micro (E-learning Spaces, 2007)

<table>
<thead>
<tr>
<th>Macro</th>
<th>Micro</th>
</tr>
</thead>
<tbody>
<tr>
<td>-library resources in CMS shell (general links)</td>
<td>-specific resources for courses</td>
</tr>
<tr>
<td>-library presence in all course sites</td>
<td>-chat/forum for library questions</td>
</tr>
<tr>
<td>-library tab</td>
<td>-virtual office hours</td>
</tr>
</tbody>
</table>
UPEI

- Standard block of library resources (macro level)

- Discipline and course-specific resources (micro level)
(UPEI’s Macro Presence)
Standard suite of resources

- Avoiding Plagiarism tutorial
- Library Catalogue
- Library Website
- Virtual Reference
Please go into the syllabus via Moodle and check out the classes to come.

- News forum please click here and add to forum
- English 101N Nancy MacIntosh
- Teacher forum
- Owl Purdue Writing Center (A new URL - one that works)

1. Look above to the Owl Writing link. Click on the link and follow the directions given there.

2. Please add to the library forum prior to class on Thursday, Feb. 7th.

3. Please click on the link (Things Due) and then go to the top of the screen and click on Resources. You will find the list of what is due.

   Please click into the attachment to get the Cat Essay.

   - Things Due
   - Cat Essay/ Dog Essay

4. Preposition Activity

5. Thursday, February 14, 2008 is your midterm. Please come prepared to write for at least one hour. Please be prepared with pens, pencils and dictionary. You may also bring a thesaurus to use if you wish.
(York’s Macro Presence)
Standard suite of resources

- Library Website
- Library Catalogue
- E-Resources (article databases)
- Library Account
- Library Course
- Library Accessibility Services (to be added)
Moodle@York is one of the Learning Management Systems that is under review as an option with our primary course management system.

Reminder:
If you have not provided York University with an email address, when you log into moodle, you must update your profile by entering your 'email address' and click 'save changes' then proceed to access your course.

Help information:
For all queries, please send an email to helpdesk@yorku.ca. Please note that all queries will be addressed by the end of the next business day.

Click on Moodle@York Announcements below to read about recent updates.
Library Course

- Using the Library (includes Camtasia tutorials)
- Database Guides
- Research Process
- Writing
- Help
- Virtual Reference
- Calendar of Events
Welcome to the York University Library Information Page

This course will help you learn more about York University Libraries and the many resources that they have to offer.

1. Using the Library

   Library Research Roadmap
   This is a self-guided introduction to bibliographic research methods in the social sciences and humanities. It is aimed primarily at undergraduates and takes about twenty-minutes to complete.
   How to Find Stuff
   In 35 minutes, you'll get all the basics on how to find scholarly books and academic journal articles on almost any topic. This tutorial requires a computer with speakers and RealPlayer.
   Guide to Book Reviews
   Finding a book review is sometimes like looking for a needle in a haystack. This guide provides you with a list of the most important sources within most of the major disciplines.
   Subject Research Guide
   Use these to locate short lists of important resources (both in print and on the web) within a discipline. These pages are useful starting points for research.
   Using the Library Catalogue
   Short film clips on finding resources available at York libraries:
   - Searching the library catalogue
   - Keyword searching in York Library Catalogue
   - Locating subject specific databases & online resources
   - Subject heading searches & keyword searches in databases
   - Finding Course Reserve material
   - Requesting books and articles using RACER
   - Setting limits to find DVDs
   Library Survival Guide
   This brief survival guide to the Libraries groups together the services and resources available for your use as you study and complete your assignments.

2. Database Guides

   How to Find Journal Articles
   A quick guide to finding journal articles at York University Libraries.
   Finding Newspapers
   Newspaper articles can be a good source of up-to-date information on virtually any topic. Learn how to track down Canadian and International newspaper articles.
   Find it @ York
   Find it @ York is a tool that will speed up your research process and increase its effectiveness by allowing you to connect more quickly to full-text when it is available.

3. Research Process

   Academic Honesty Tutorial
   The Academic Honesty Tutorial is designed to help you learn about issues of academic integrity.

4. Writing

   Academic Writing Guide
   This Research Guide is a collection of websites with advice on various forms of academic writing. If you want some personal help you can visit York University's Centre for Academic Writing.

5. Help

   Web Research Tutorial
   The Web Research Tutorial helps you to learn more about how to use publicly-accessible web sites for research, from understanding what kind of information is freely available on the web to what kinds of search tools and techniques will help you get useful results, and how to critically evaluate and properly document what you find.
   Library Research Workshops
   The Scott Library hosts drop-in workshops and sessions for undergraduate and graduate students in the social sciences and humanities. They cater to a wide variety of needs and sessions run for one hour and a half.
(UPEI’s Micro Presence)

Discipline and Course-Specific Resources

- Databases
- Dictionaries
- Tutorials
- Virtual Tour/Quiz
- Citation Guides
- Research Guides
- eReserves
- RefWorks
- Course Textbook
Welcome to Psychology 101A! In this course we introduce the discipline of psychology, the scientific study of behaviour and mental processes. We also consider ways in which psychology’s methods and findings can be applied to the problems and possibilities of living. Psychology is a broad and diverse field, but there always are connections back to your own experience and observations. Please take some time to explore the (very long!) course syllabus, and identify the best options available to you to learn and to demonstrate that learning.

1. News forum
2. Syllabus
3. Lab assignments

Click below for your discussion group.

- Discussions for people with last names A-C
- Discussions for people with last names D-L
- Discussions for people with last names M-O
- Discussions for people with last names P-Z
Discipline and Course-Specific Resources

- Integrated into the courses and dynamically updated using an in-library developed “database of databases”
Manage Databases
Manage Categories
Manage Subjects
Manage Providers
Manage Material Types
Manage Format Types
Manage Courses

Database Management Interface

Use the links at the left to manage Databases providers etc.
[Add or Remove Database link to Course] [Add or Remove Course Resources]

Select a Course To manage

PSY_383_A

Or modify the course below.

<table>
<thead>
<tr>
<th>Course ID:</th>
<th>PSY_383_A</th>
</tr>
</thead>
<tbody>
<tr>
<td>A Course ID such as Bus_101_A</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Course Name:</th>
<th>Psychology 383</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Name such as Business 101</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course Description:</th>
<th>Psychology of Language</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Description</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course Department:</th>
<th>PSY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Department</td>
<td></td>
</tr>
</tbody>
</table>

Save Changes

[Remove PSY_383_A]
Add Databases to Course Psychology 383

This Course is already linked to the following Databases:
- Web of Science Ranked at 2 Remove Web of Science From the Psychology 383 Course
- PsycINFO Ranked at 1 Remove PsycINFO From the Psychology 383 Course

Click the Add to Course Button below to add this database to more courses.

Add Another Database  Save
This Course (Psychology 383) already includes the following resources:

- The Articulate Mammal at url http://rlproxy.upei.ca/login?url=http://site.ebrary.com/lib/upei/Top? channelName=upei&cpage=1&d=all&docID=10007383&f00=title&f01=subject&frm=adv.x&hits=A0%A0%A0%A0%A0Search%A0%A0%A0%A0&A0%A0%A0&A0&sor ranked at level 5 Remove The Articulate Mammal From the Psychology 383 Course

Add a Resource to Course Psychology 383

<table>
<thead>
<tr>
<th>Resource URL:</th>
<th>The URL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name:</td>
<td>A friendly name to show</td>
</tr>
<tr>
<td>Description:</td>
<td>Optional Description</td>
</tr>
<tr>
<td>Include Description:</td>
<td>Include Description in output such as RSS Feeds</td>
</tr>
<tr>
<td>Ranking:</td>
<td>Rank this resource</td>
</tr>
</tbody>
</table>

Submit
Google Scholar is a great search engine for searching academic references.

http://scholar.google.com/

Here is its OFFICIAL introduction:


Quote:

"What is Google Scholar?

Google Scholar provides a simple way to broadly search for scholarly literature. From one place, you can search across many disciplines and sources: peer-reviewed papers, theses, books, abstracts and articles, from academic publishers, professional societies, preprint repositories, universities and other scholarly organizations. Google Scholar helps you identify the most relevant research across the world of scholarly research."

I hope it helps if you are writing a term paper like me.

Re: Search Journal articles with Google Scholar
by Betty Jeffery - Monday, 21 January 2008, 02:42 PM

When using Google Scholar you can quickly find out whether UPEI subscribes, in print or electronic format, to the publication in which the article appears. Just click on the Get it @ UPEI link. In the example below, clicking on the title of the article takes you to a site where you will not be able to get a free copy of the article. However, if you click on Get it @ UPEI you will be linked to a licensed database where you will be able to get the article (click on PDF full text towards the bottom of the screen). We can go over this when you come to the Library for a class session.

Tobacco, Depression, and Lifestyle Choices in the Pivotal Early College Years - Get it @ UPEI - all 6 versions
... in lifetime Depression or anxiety affected academic performance Stress affected academic ... Sixty-five percent were first-year students and 35% were second-year ...
Cited by 15 - Related Articles - Web Search - Import into RefWorks
Hi, Kelly et al:

Let me give a few pointers about searching for information on "the relationship of time and revenge" question first, and then I'll address the other question in a separate posting.

When I go to the *PsycInfo Thesaurus*, two descriptors which appear to be potentially useful are: *Time Perspective* and *Time Perception*. Time Perspective: Mental representation of temporal relationships or the capacity to remember events in their actual chronology. Also, one's outlook on the past, present, and/or future in relation to subjective qualities of time passage. History Note To access references prior to 1978 use TIME PERCEPTION.

When using these descriptors, be sure to select either SU or DE in the Select Field drop-down box.

For the concept of revenge, use not only terms selected from the Thesaurus, but also lots of those great synonyms which have been listed in earlier postings. Don't forget to use truncation (e.g., *vindictive* will pick up the terms *vindictive* and *vindicativeness*). These terms can all be entered in one search box separated with the word "OR". This time you will be doing a Keyword search, so just leave the Select a Field at the default.

Hope these tips are useful.

Betty
(York’s Micro Presence)

Discipline and Course-Specific Resources

- Core Library Box
- Subject Research Guide
- Citation Guides
- eReserves
- RefWorks
- Academic Integrity
- Writing Resources
- Virtual Reference
- Forum (Ask a Librarian)
Welcome to the Biology 3100 Course Website

This website will provide you with materials presented during classes as well as research resources available at the York University Libraries.

As an electronic resource for BIOL 3100, this Moodle site is geared by all York University regulations pertaining to student conduct. DO NOT discuss answers to assignments or engage in any sort of communication that violates York University’s policies on academic integrity - any actions in violation of these policies will be prosecuted.

This Moodle site is for library-related resources only. Check Prof. Quinn’s BIOL 3100 webpage (www.yorku.ca/quinlan) for resources pertaining to assignments etc.

1 First Section: Flow of Ideas in Science and the Publication Cycle

The Literature of Science and Medicine
Power Point slides for the first of three library presentations by Dr. Mmeatt (librarian). Describes the publication cycle in the sciences and outlines the different types of literature (Grey, Primary, Popular, Secondary, Tertiary) as well as how this literature can be accessed (controlled language, thesaurus, keywords).

Library Research in Biology - Class Outline and Assignment

This document was distributed in class on Sept. 17th. It outlines the objective of the class, the in-class assignment, as well as the assignment due Sept. 28th.

In-Class Exercise Session 1: Article Comparison Chart

Worksheet for in-class assignment.

Critically Analyzing Information Sources

Handout to assist with in-class assignment.

Critically Analyzing Web-Based Information Sources

Handout to assist with in-class assignment.

Library Resources and Services

Information about the York University Library services for Biology students.

References for In-class exercise exercise 1

List of articles used for in-class assignment. They can also be accessed through a Reprints shared file. http://repos.lib.yorku.ca/servlet/ShareableServlet?shareable_id=2225101012000000471150020010

Second Session: Formulating a Search Strategy, Library Catalogues, Biological Abstracts, RefWorks

Outline for Session 2

Handout and in-class assignment/exercises.

RefWorks Handout

Handout which will help with Assignment 2.

Third Section: Web of Science; Grey Literature; Government Documents

In-Class Assignment

Article Evaluation In-class assignment/exercises.

Handout which discusses Web of Science; Grey Literature; Government Documents.

2 Using the Library

Library Research Roadmap

This is a self-guided introduction to bibliographic research methods in the social sciences and humanities. It is aimed primarily at undergraduates and takes about twenty-minutes to complete.

How to Find Stuff

In 96 minutes you’ll get all the basics on how to find scholarly books and academic journal articles on almost any topic. This tutorial requires a computer with speakers and RealPayer.

Subject Research Guides

These are to locate short lists of important resources (both in print and on the web) within a discipline. These pages are useful starting points for research.

Using the Library Catalogue (tim clips)

Short film clips on finding resources available at York libraries using the library catalogue.

3 Database Guides

How to Find General Articles

A quick guide to finding journal articles at York University Libraries.

Finding Newspapers

Newspaper articles can be a good source of up-to-date information on virtually any topic. Learn how to track down Canadian and International newspaper articles.

Find it @ York

A tool that will speed up your research process and increase its effectiveness by allowing you to connect more quickly to full-text when it is available.

4 Writing

Academic Writing Guide

This Research Guide is a collection of websites (see right) with advice on various forms of academic writing. If you want some personal help you can visit York University’s Centre for Academic Writing.

5 Research Process

Academic Integrity Tutorial

The Academic Integrity Tutorial is designed to help you learn about issues of academic integrity.

6 Help

Web Research Tutorial

The Web Research Tutorial helps you to learn about how to use publicly accessible web sites for research, from understanding what kind of information is freely available on the web to what kinds of search tools and techniques will help you get useful results, and how to critically evaluate and properly document what you find.
Quantitative Feedback

- Put in place at beginning!
Results (York)

Views of York University Library Page
Moodle Biology Resources

Accessing Moodle Biology Resources

Frequency

- Never
- Sometimes
- Always

[Bar chart showing frequency distribution]
Qualitative Feedback
Do you think adding library resources in Moodle has been useful for your students?

- I was very pleased with the support I received from the Library under your guidance this term. The course improved enormously over the previous year due to Moodle, and engagement with library resources was a big part of this success.
- I think you are making it very easy for the students as compared to the old days!!
- Yes. I received positive comments [from students] about the availability of the materials
- I was delighted to be part of this testing project!
Comments/Suggestions for enhancing the library presence within Moodle?

- I think having the library block so visible on Moodle is excellent. I do not think you can do any better than that for enhancing the library presence.

- Perhaps the resources in this section could be bulleted or beefed up with colour or a distinctive library identity or photo background.
Some experiences

- Added resources as result of monitoring Moodle postings
- Some faculty decided to use Moodle as a result of the library pilot project; others had been considering Moodle, but the library pilot project was a persuading factor
- Resource for faculty new to Moodle
- Access to course syllabus, course materials, actual assignments and deadlines
Some results

- Great opportunity to integrate and “decant” our existing systems, resources, and services university-wide
- Continues and builds upon previous library involvement in the course, including supplementing in-class instruction by a librarian
- Provided the opportunity to forge new collaborations with departmental faculty and with other campus e-learning units
Some results (cont’d)

- Reinforcement of librarians as teaching partners
- Increased interaction with students
- Effective and cost-efficient use of institutional resources
- A way to reach those who may have been by-passing the library and going directly to the Web for their information needs
Why positive experiences?

- Good working relationships already established between librarians and departmental faculty
- Librarians already involved in teaching specific classes
- Librarians have academic status
- Librarian presence on teaching and e-Learning committees on campus
Next Steps (for UPEI)

- Catalogue search box (Macro)
- Subject Dictionary search box (Micro)
- Expansion of micro level to other courses
Qualitative Feedback (York)

- "Formative mid-term feedback I collected from the students showed that they valued the direct access to the research resources”.

- "I hope this year's BIOL 3100 offering can be utilized by librarians to widely advertise and highlight the teaching and research resources librarians have to offer to course curriculum”.

- "This course would have been much less useful if not for the time and resources I had to offer to the course”.

- "Thank you for your assistance. I showed the students the Moodle additions that night and they seemed pleased.”
Next Steps (for York)

- Library box automatically included in every course.
- RSS feed of Subject Research guides based on course code.
- Work/educate liaison librarians in using Moodle and providing online resources.
Last Word

7 Best Practices for Embedded Librarians:

#1 Know your CMS and its administrators
#2 Get a library link in the CMS
#3 Go Beyond the Library Link
#4 Don’t Overextend Yourself – Recruit some help
#5 Be Strategic with your Time and Course Selection
#6 Be an active participant in the class
#7 Market Your Service

(York & Vance, 2008)
Discussion Points

- What challenges and opportunities for accessing the CMS exist on your campus?
- What successes have you experienced?
- What future plans are you laying for your CMS?
More Information

- **ILI-L Discussions**
  A variety of discussions about librarians and CMS have taken place on this list. Search the list archive at [http://lists.ala.org/wws/arc/ili-l](http://lists.ala.org/wws/arc/ili-l)

- **Lib-Ereserves**
  Expanded to include discussion about CMS.

- **OFFCAMP-L**, a list for off-campus and distance librarians.

- **Off-Campus Library Services Conference** (once every two years)

- **MoodleMoot** (York University, August 21-23, 2008)
Contact Us

- Sarah Coysh
  scoysh@yorku.ca
  416-736-2100 x88317

- Betty Jeffery
  bjeffery@upei.ca
  902-566-0741


Moodle Website. 1/5/2008 http://moodle.org

