



Turning Interviews into Action: IL Needs in Online Courses

WILU 2018
Sheila Laroque
Kim Frail

Presentation Overview

Intro/UAL Context

Interviews

Data Collection & Dissemination

Incentives

Analysis

Literature Review

Action Items

Next Steps

Questions/Feedback



5 campuses

18 faculties and schools

- 200 undergraduate programs
- 170 graduate programs

38,700 students

- 31,100 undergraduates
- 7,600 graduate students

In 2016/2017 UofA librarians taught over **700 classes** to over **21,000 participants** in courses at all levels.

Online Courses

Fall 2018: 128 courses

Winter 2019: 131 courses

eClass (LMS) Courses

Fall 2017: 2531



Winter 2018: 2568

UAL Services Supporting Online Teaching & Learning

Library Spaces

- Book a Study Space
- Booking Library Spaces
- Exhibitions/Displays
- Library Hours
- Library Locations
- Study Spaces Explained

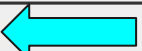
Library Basics

Alumni Services	Interlibrary Loan
Ask Us 	L-Pass
BARD (RCRF) Request	My Account/PIN
Borrower Services	Off-Campus Access
Citation Guides	Recommend a Purchase
Distance Services 	Reference Service/Ask Us
Fines Appeals	Tutorials

Printing & Equipment

- Accessibility Services
- Computers
- Equipment/Laptop Lending
- Printing
- Scanning
- 3D Printing

Consultations & Workshops

- Consultations
- Data Help
- Personal Librarian Program
- Spatial Data/GIS
- Tutorials 
- Workshops

Teaching Support

- Copyright
- Eclass Integration 
- Instruction
- Linking to Online Resources
- Reading list Service 
- Reserves

Research & Publishing Support

Citation Guides	Open Access
Consultations	Publishing Services
Copyright	Research Data Management (RDM)
ERA	Systematic/Scoping Reviews
ERA Audio + Video	
E-Resource Access	
Measuring Research Impact	

+eBook Guide 

The Interviews



BEE

E

W11000

If you have fallen
have, you'll love
revel in Big
the ample

OUR BREWS

LOVIN' CRAFTED IN THE
DYNAMIC PROVINCE, OUR
FRESH DAILY

Pumpkin Sp

The COFFEE
paired with
spice, it's
flavor and

Bakdusan He

A refreshing
with a unique

Namban Para Pi

A dark, rich brew
with a satisfying

Halla Mountain

Our BREWS ARE NOW AVAILABLE
IN 1.8 LITERS

W11000

ARECCI ETHICS GUIDELINE TOOL

A Project Ethics Community Consensus Initiative (ARECCI) developed the ARECCI Ethics Guideline Tool to help project teams consider the ethical implications of quality improvement projects, evaluation projects, needs assessments, knowledge transfer, and health innovations. The following six questions and related statements help project teams make decisions to protect people and their information. This tool should be used along with the ARECCI Ethics Screening Tool to identify the ethical risks, to consider how to mitigate them, and to determine the appropriate type of ethics review.

This is a fillable PDF. Save this document for distribution to your team members or when requesting a Second Opinion Review.

Data Collection & Dissemination

- Formal ethics approval not required
- ARECCI guidelines for research
<http://www.aihealthsolutions.ca/news-and-events/publications/arecci-ethics-guideline-tool/>
- Recruitment letters and consent form based on ARECCI/previous UAL project
- Notes on discussion; not verbatim transcription
 - Edited notes shared with interviewees

The Interviews

Project Scope: Instructors, Students and Instructional designers involved with online courses in the Faculty of Education

Recruitment:

- Contacted instructors of online courses in Elementary Ed. Asked them to distribute recruitment information to their students via email and their online courses.
- Asked for other potential contacts at end of interviews.
- Opened up project to all of Education Faculty; Emails to Ed department email list-servs = most successful

INTERVIEWS

Instructors



Students



17
Total



5 online

• 11 in person •

2 Instructional Designers
1 Email Response to Interview Qs

Interview Questions

What are the some of the challenges or barriers you've encountered ?

What are some of the facilitators? What's made it easier?

What support would you like to have from the libraries?



The Analysis



Instructors

Technology (fear), (students)	Student (returning)	Student (lacking IL skills)	Student (engagement)	Asynchronous (mandatory grad library modules)	Asynchronous (tutorial), (citation)	eClass (embed), (middle section)	Synchronous (instruction)	Asynchronous (tip sheets), (embed)	
Copyright	Technology (internet access)	Collections (access), (link resolver)	eClass (resources block)	Collections (access)	Google Scholar	Asynchronous (tutorials)	eClass (resources block), (orientation)		
Copyright	eClass (forums)	Course Resources (identification), (indigenous)	eClass (general)	eClass (General)	Supportive Staff (technology) (TechinEd/IST)	Asynchronous (tutorials), (search), (assignment-based)	Synchronous (instruction), (faculty), (infoaboutservices)		
Online Collections (Access)	Course Resources (identification), (videos)	Online Collection (Access)	Technology (support)	Online Collections (Access)	Online Collections (Access)	Library Services (reading list)	Technology (support)	Library Services (liaison)	Technology (support)
Copyright	Library Services (Reading List)	Asynchronous (citation style guidelines)	Online Collections (videos)	Library Services (liaison)	Asynchronous Library Help	Instructor Comm.	Library Services (promotion)		
Copyright	Online Collections (access), (ebooks)	Online Collections (access), (not at UAL)	Online Collections (ebooks)	Online Collections (Videos)	Technology Support (Tech in Ed)	Online Collections (videos) (promotion)	Asynchronous (subject guide)	E-Class (embedding library services)	

Instructors Continued

eClass (General)	Technology (discovery service)	Asynchronous (tutorial) (discoverability)	Synchronous Library Help (live instruction session)	eClass (interface) (updates)	Services (promotion) (liaison video) (embed)	Asynchronous (tutorial) (citation)	Asynchronous (tutorials) (promotion)	Asynchronous (how-to-guide) (instructors) (eClass)	Library Services (promotion), (PON communication)	Asynchronous (mandatory library grad modules)	eClass (embed), (middle section)
Technology	Info Literacy	Faculty Training	eClass (General)	Technology	Course Work (assignments) (library)	Services Promoted	Instructor Communication				

Students

Online Collections (access)	Student (cost of tech equipment)	Student (writing support)	Library Services (chat) (time zone)	Library Services (promotion) (subject guides)	Asynchronous (workshops), (tutorials), (single access point), (archives)	Library Services (promotion)								
Technology	Technology (library web site) (navigation)	Course Resources (access)	Synchronous (online consults)	Asynchronous (tutorial)										
Instructor communication	Student Communication	Student (online community)	Collections (access)	Student (returning)	Student (asynchronous course format), (need to workahead)	eClass (embedding library resources)	Synchronous (chat)	Collections (print)	Asynchronous Library Help (subject guides) (promotion)	Synchronous Library Help (chat) (promotion)	Asynchronous Library Help (how to guide)			
Collections (access), (print), (not at UAL)	Collections (access), (link resolver)	Collections (videos)	eClass (embed)	Synchronous Library Help (chat)	Collections (access)	Asynchronous (subject guide)	Asynchronous (tutorial)	Asynchronous (how-to-guide) (students)						
Collections (access), (ILL), (older materials)	Collections (access), (link resolver)	Asynchronous Library Help (email)	Asynchronous (tutorial), (search)	Library Services (promotion) (Google Scholar) (ILL)	Technology (discovery service)	Collections (access) (ebooks) (ILL)	Services Promotion (distance)	Synchronous (Q&A session)	Google Scholar (to access library resources)					
Info Overload	Instructor Communication	Online Community	Library Services	Library Services	Asynchronous (how-to-guide)									
eClass (forums)	Student (workload)	Collections (access), (lack of course pack)	Instructor Communication	Student Communication	Collections (access), (off campus)	Timezones (close)	IAynchronous (library how-to-guide), (highlight block)	eClass (intro)	Asynchronous (librarian video)	Content More Balanced		Synchronous (library online consult)	Synchronous (library online consult)	

Student Challenge Quote


“One challenge was finding acceptable research sources to write my papers with and navigating the academic search engines. I had just graduated highschool, where we not rigorously trained in where and how to find appropriate sources to write academically with from the Internet. There was minimal instruction from my professor about how and where to find good sources, how to navigate the databases, etc. I felt left to my own devices to try and understand where to access good material.”

Course Designer Challenges

- Support of Faculty
- Technology (Use and fear of)
- Online Pedagogy
- Faculty Time
- Student (Schedule)



Course Designer Facilitators

- eClass (LMS)
 - Supportive Staff
 - Education (Experience)
 - Technology
 - Online Community
 - Faculty (Training)
 - Student (asynchronous course format), (need to work ahead)
- 
- The background of the slide features a silhouette of three people climbing a rocky peak at sunset. The sun is low on the horizon, creating a bright, golden glow that silhouettes the figures. One person is at the top of the peak, another is in the middle, and a third is at the bottom, reaching up to assist. The sky is filled with soft, horizontal clouds, and the overall scene conveys a sense of teamwork, perseverance, and overcoming challenges.

Wishes

- Faculty (Orientation)
- Services Promoted
- Copyright (Info for Faculty)
- Synchronous (In-Person library tour)
- Technology (Orientation)
- Services (Liaison)



Quotes

“Library as fast food - students just want the resources right away, they forget that there are others in the drive through line with them”

[Instructor]

“It has to be disruptive for me to notice” *[Instructor]*

Quotes

“Person to person connections are difficult to establish, needing assistance results in more of a panic feeling” *[Student]*

“Some people don’t need community, but some really do in order to be successful” *[Instructor]*

Environmental Scan

Prepared by Katherine Schock, MLIS
Candidate & UAL practicum student

Literature review to investigate current
trends in library services for
online/distance students

Review of service offerings for online
students on CARL library websites

http://bit.ly/WILU2018_lit_review



Literature Review - Themes

- Outreach: marketing - direct to students + through teacher (most effective); need for ongoing communication with faculty
- Primacy of chat
- Need for introduction to services, to virtual landscape students will need to navigate
- Ongoing need for tutorials, training on how to use services, geared to distance
- Need to develop sense of belonging, of group identity (landing page for distance ed, etc.)
- Need for librarians to be real, to have interaction with a person
Potential for :

Review of CARL websites

- Online synchronous conferencing; (lack of virtual conferencing - only SFU & Waterloo)
- Multilingual services - see McGill's multilingual guide for library services (lack of multilingual services)
- Concerns about distance students with disabilities being left behind
- Universal design; need to address everyone's needs - (i.e. International Students); Only one school had Skype conferences listed on their site

The Actions

- Information Sessions for Faculty
- Integrated info from session into CTL Online Course for instructors
- Successful proposal to have library resources block added to ALL eClass courses!
- Subject Librarian Videos
- Initiated discussions with Chat coordinator and Public Services Committee re. offering online consult services

Faculty Information Sessions



Library Services via LMS



The Library
+ eClass

the perfect match

look for the
library search
box in your e-class!



LIBRARY RESOURCES

 UNIVERSITY OF ALBERTA LIBRARIES

login to your library account

Find resources

Book Study Space
Library Hours

Course Resources

- EDU 100/300 Library Resource Guide
- APA Quick Guide
- Tutorial: Finding Authorized Resources (CSL)

ask us [text](#) | [chat](#) | [email](#) | [phone](#)



Kim Frail

Public Services Librarian

Education / Kinesiology, Sport & Recreation Library

Teaching and Learning Online (2018)

Support resources

[Introduction](#)[Creating a sandbox](#)[Library Support and Services](#)[Moodle 101](#)[Copyright](#)[Magna Publications](#)

Reading List Service

Library staff will create full-text links for your reading lists and you can re-submit every semester to have these links checked. For more information, see the [Reading List Service](#).

Subject Librarians

Your [subject librarian](#) can:

- Teach a library session via eClass Live or connect with your students for [one-on-one research help](#) online
- Create guides/tip sheets/tutorials
- Add the [library resources block](#) to your eClass course; add customized resources and/or a [librarian introduction video](#). See a sample block in the top right of the *Teaching and Learning Online (2018)* home page.
- Help identify library or [Open Educational Resources \(OERs\)](#) for your course including [multi-media resources](#)
- Advise you re. ebook access; if the user limit for an ebook is anything other than "unlimited", please contact your [subject librarian](#) before assigning it to an entire class

Tutorials

- Interactive [tutorials](#) are available from the library web site including topics such as: Foundational Research, Searching Basics, Legal, Business, French Language, etc.
- You can link directly to any one of the 15 [Foundational Research Tutorials](#) depending on what is relevant to your course/assignment
- Contact your [subject librarian](#) to discuss your course needs re. tutorials/tip sheets, etc.

Services for Distance Education Students

- Includes free delivery of print items; see our [guide](#) for more information

Things to consider..

- Is interview format appropriate (vs survey/email)?
- Get help for analysis at beginning; do a test analysis
- Ethics approval
- Recruitment channels
- Institutional policy on incentives
- Flexible timelines re. data collection
- Allow lots of time for data analysis; seek out training/support
- Ensure good communication documentation and data management

Benefits of Interviewing vs Survey

- Survey fatigue
- Richer conversations
- Strengthening relationships with instructors and students
- More powerful form of outreach

Next steps

Present analysis and final resident project report to UAL and possible recommendations

- **Recommend ONLINE STUDENT REP be added to library student advisory committee**
- **Create/modify existing CITATION MODULE for Ed grad students**
- **Promotion campaign for LIBRARY RESOURCES BLOCK**
- **LIBRARY TOOLKIT in LMS (“How to docs”, etc.)**
- **Options for consults in Chat or specialized software for ONLINE CONSULTS**

Questions? Thoughts? Feedback?



sheila.laroque@ualberta.ca

kim.frail@ualberta.ca

http://bit.ly/WILU2018_lit_review