Reusable Learning Objects at ITT Dublin: developing, sharing and reusing

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Overview

- Background / context
- RLO design / implementation / evaluation
- Some challenges / issues
- Future directions
- Q&A
Background / context

• ITT Dublin founded 1992

• Range of courses from higher certificate to doctorate level - science, computing, engineering, business & the humanities.

• Strong research & innovation focus

• Approx 4500 FTEs / 5200 registered library users
IL Context

• ITT Dublin 3 level Information literacy framework

• Subject liaisons

• Student centered model

• IL development - ongoing strategic focus:
  - ITT Strategic Plan (2009-2014)
  - ITT Teaching & Learning Plan (2010)
Reusable Learning Objects

• Rationale

  - Student IL deficiencies
  - Enhance face to face approach
  - Support self-directed learning / flexible / 24x7

• Funding made available via SIF and NDLR
Reusable Learning Objects

- Target audience
- Project work commenced in June 2010
- Developed with Articulate software
- RLOs available via NDLR / creative commons licence
Reusable Learning Objects

• Robust tools / SCORM compliant

• Initial topics covered
  - Research
  - Referencing
  - Plagiarism
  - Literature review

• Entitled ‘How To’
eLearning Software

• Initial RLO developed with screen capture software

• Subsequent RLOs with **Articulate Studio 9**
  - Generates engaging content / quizzes
  - Non technical / easy to use functionality

• Leeds University RLOs

• Input from ITT learning technologists
Instructional Design

- Learning outcomes of the RLOs aligned with ITT Dublin IL framework
- Detailed storyboarding
- Available 24/7 as self paced online resources
- Range of learning styles
Instructional Design

- Sound pedagogical principles
- Constructivist approach
  - higher order cognitive skills
  - active learning
  - interactive activities
  - sequenced learning structure
- Strong emphasis on use of visuals
Instructional Design

- Reflective learning
- Requirement for critical thinking and problem solving
- Elements requiring collaboration
- Assessment tasks – summative / formative
  - quizzes
  - reinforcement of learning
Training

• Pedagogical training
  - learning styles / methodologies / assessment
  - online instructional design

• ICT skills
  - Instructional design software
  - Image editing – Photoshop
  - Web editing – HTML, Dreamweaver, CSS
RLOs Developed

• First batch of RLOs live in September 2010
• Extensive usability testing / feedback / piloting
• Available via multiple delivery platforms
• SCORM (sharable content object reference model) 1.2 compliant
• W3C AAA (Web Content Accessibility) Guidelines 1.0
How To resources:

How to Avoid Plagiarism

Learning Outcomes

After completing this tutorial, you should be able to:

1. Define plagiarism.
2. Explain how to avoid plagiarism.
3. Describe the purpose of plagiarism detection software.

Plagiarism Quiz 2

The following questions will check your understanding of plagiarism.

Click Next to begin.
Implementation

• RLOs have helped to integrate IL into academic courses

• Institute VLE (Moodle) provides platform

• December 2012 – RLOs embedded into over 32 undergraduate academic modules

• Blended approach – face to face and online

• Launch of Learning to Learn module
VLE - Moodle

• Tutorials integrated into Institute VLE Moodle

• Quizzes facilitate grading & assessment

• Resuability of tutorials facilitate collaborative course development
IL for Year 1 Marketing

Context
IL for first year marketing students is delivered as part of a 5 credit module ‘Business Communications’. Library contact hours: 2 (lecture/workshop).

Learning outcomes
- Be able to identify different sources of information
- Create an effective search strategy.
- Be able to evaluate search results.
- Be aware what plagiarism is and how to avoid it.
- Know how to cite sources correctly and write a bibliography.

Learning activities
Lecture, in-class practical work, interactive class discussion, group work, online library tutorials

Assessment
Quizzes in online tutorials via Moodle worth 10% of total module mark.

Key points
Ongoing co-operation between the librarian and the lecturer
Skills taught are subject related.
Active learning component.
Librairy Tutorials for Marketing Students

These tutorials are only to be attempted during the scheduled library tutorial sessions in October.

Please note you only have one attempt on each tutorial!

Also, note that you should view all slides in each tutorial as lecturers can use Moodle to check what slides you have viewed.

2 How to Avoid Plagiarism

- How to Avoid Plagiarism
## Moodle – Grader Report

### Semester 1_Business Communications_2009

#### Grades

<table>
<thead>
<tr>
<th>First name / Surname</th>
<th>Quiz</th>
<th>Essay</th>
<th>Presentations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Library Tutorial: How to ...</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Research and Writing Skills</td>
<td>-</td>
<td>-</td>
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<tr>
<td>Creative presentation</td>
<td>-</td>
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<tr>
<td>Powerpoint Presentation</td>
<td>-</td>
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<td>-</td>
</tr>
</tbody>
</table>

| Joe Bloggs | 100.00% | 100.00% | - | 10.00% |
| Josephine Bloggs | 100.00% | 0.00% | - | 10.00% |
| Ann Other | 100.00% | - | - | 10.00% |
| Ann Onymous | 100.00% | - | - | 10.00% |
| John Doe | 100.00% | - | - | 10.00% |

- **Hide averages**
- **Show groups**
- **Show ranges**
Evaluation

• Range of evaluative techniques

- Focus Groups
- Moodle
- NDLR
- Informal Feedback
- SurveyGizmo
- Google Analytics
Reusable Learning Objects @ ITT Dublin

- Undergraduate: 86%
- Postgraduate: 8%
- Academic: 4%
- Support staff / other: 2%

Total Completions = 3996
Feedback

Student:

• Greater knowledge of information resources
• Independent learning
• Facilitates transition into third level education

Staff:

• Value of RLOs to academic modules on VLE
• Accessibility of resources
Selection of comments extracted from SurveyGizmo

• “Great tutorial - very good explanation of plagiarism and how to avoid it. Thought the quiz was very useful - meant I could check that I understood the material in the tutorial – thanks” 2nd year Science student

• “As a new student this online resource has made my introduction to college a lot easier, and helped me with my studies. I feel that I am more likely to succeed now at all levels of my course” 1st year Marketing student
Selection of comments extracted from SurveyGizmo

• “This tutorial is an extremely useful resource for my business students. I will add to my teaching on Moodle. Thanks”. **Business lecturer**

• “I felt the library tutorial was a great way to find out how to organize and apply the skills necessary in order to complete a literature review. Easy to use and very helpful for active learning. **3rd year Humanities student**
Value of RLOs

• Enriched student learning experience
• More consistent approach to IL delivery
• Greater collaboration
• Skills development / expertise / software provision
• Value to wider higher education sector
Sharing the RLOs

Available for reuse under Creative Commons Licence
Challenges

• Staffing, time, over ambitious

• Limited pedagogical training / instructional design

• Technical / functionality / accessibility issues

• Diversity of student body

• Ongoing promotion / embedding into further academic modules
Ongoing promotion of RLOs

- **Staff** - training/workshops
- Library Committee / Academic Council
- Department meetings / programme boards

- **Student** - induction / registration/ IL events
- Web – dedicated IL home page
- Moodle
Future directions

- Ongoing development
- Embed tutorials into further academic modules
- Amend tutorials to include Audio, Video
- Possible translation of RLOs
- Ensure RLOs available via mobile devices
- Collaboration locally, nationally and internationally
“Teaching information literacy online is an opportunity to reinvent teaching practices and to redefine learning in a new way”

(Mackey & Jacobson, 2011)