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

Philip Russell

Deputy Librarian, ITT Dublin

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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:

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.

Library Tutorials for
Marketing Students

You are
logged in as
**Philip
Russell**
(**Logout**)

People
▣ Participants

Activities
📦 SCORMs/AICCs

Search Forums
[　　　　　] [Go]

Advanced search ❓

Administration
🚪 Unenrol me from
library_tutorials_marke
ting
🚪 Profile

My courses
⚙ Business
Communications 1

Topic outline

Library 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

Jump to...	▾

Jump to...
1 - How to Research your Assignment
3 - How to Reference your Sources

Latest News
(No news has been
posted yet)

Upcoming Events
There are no upcoming
events

Go to calendar...
New Event...

Recent Activity
Activity since Sunday, 31
October 2010, 12:03 PM
Full report of recent activity...

Nothing new since your last
login

Local intranet   🔍 100%

Moodle – Grader Report

Turn editing on

Choose an action ...

Grader report | My report preferences

$\bar{x}$ Hide averages | Show groups | Show ranges

	Semester 1_Business ...							
	Quiz		Essay		Presentations			
First name / Surname ↑	Library Tutorial: How to ...	$\bar{x}$ Category total	Research and Writing Skills	$\bar{x}$ Category total	Creative presentation	Powerpoint Presentation	$\bar{x}$ Category total	$\bar{x}$ Course total
Joe Bloggs	-	-	-	-	-	-	-	-
Josephine Bloggs	100.00 %	100.00 %	-	-	-	-	-	10.00 %
Ann Other	100.00 %	100.00 %	-	0.00 %	-	-	0.00 %	10.00 %
Ann Onymous	100.00 %	100.00 %	-	-	-	-	-	10.00 %
John Doe	100.00 %	100.00 %	-	-	-	-	-	10.00 %

Evaluation

- Range of evaluative techniques

SurveyGizmo

Moodle

Focus Groups

Google Analytics

NDLR

Informal Feedback
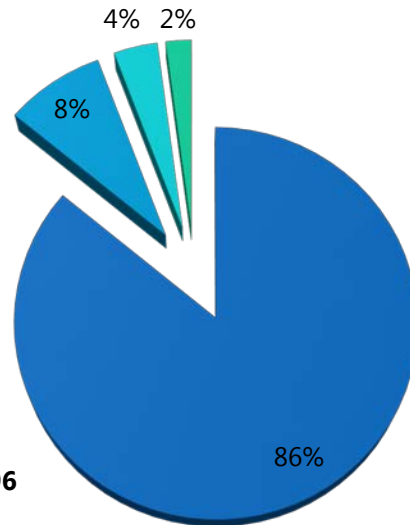
RLOs – Usage Statistics

**Reusable Learning Objects @ ITT Dublin
Usage Stats Sept. 2010 - Dec. 2012**

■ Undergraduate ■ Postgraduate ■ Academic ■ Support staff / other

4% 2%

8%

86%

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)