

# Developing eLearning skills for library staff: An evaluation

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# What have we been doing?

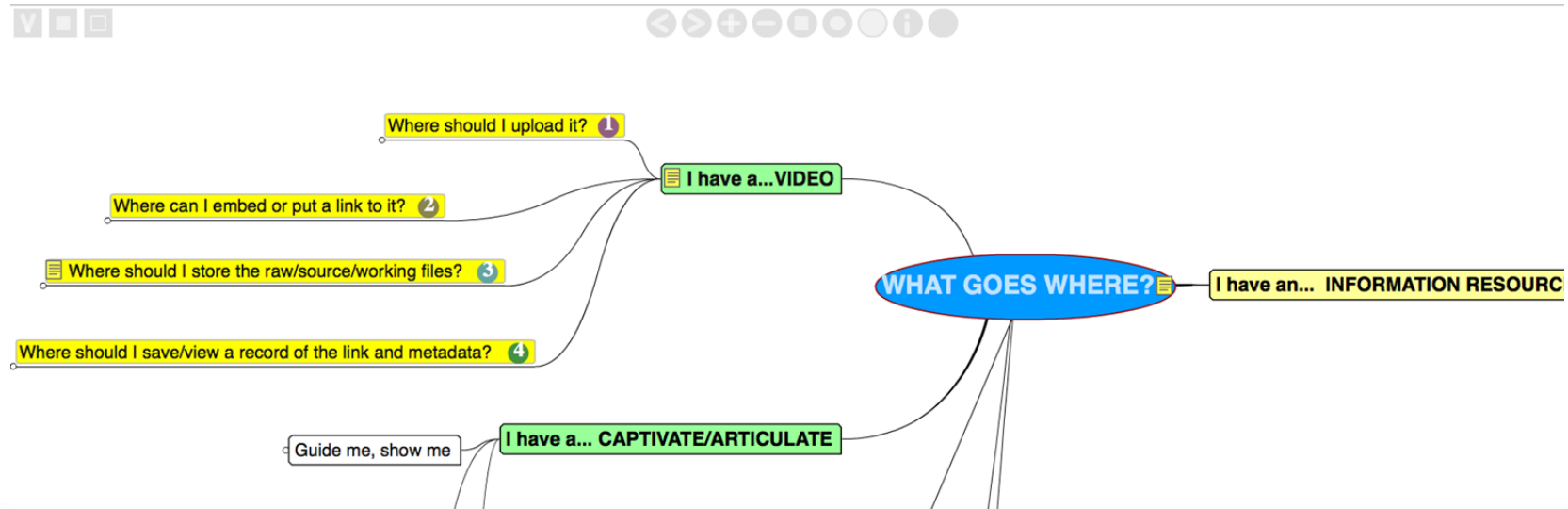


- So many 'thank-yous' so little time  
*"This is not sustainable!"*
- How can we work better
- Let's evaluate



# What does the eLearning team do?

- Develop templates and guidelines, and curate tools so that staff can begin creating their own eLearning content
- Promote these tools and templates as well as develop skills through professional development
- Consult and collaborate on eLearning projects



# What have we done for our staff so far?

<b>Professional development</b>	<b>Highlights</b>
eLearning course	<ul style="list-style-type: none"><li>● blended learning courses</li><li>● 5 times since 2011</li></ul>
Workshops	<ul style="list-style-type: none"><li>● 30 workshops</li><li>● 5-25 participants each</li></ul>
Peer learning sessions	<ul style="list-style-type: none"><li>● 68 sessions on a range of topics</li><li>attendance of over a 1000</li></ul>
Tools and templates	<ul style="list-style-type: none"><li>● Google site</li><li>● eLearning toolbox</li><li>● Equella repository</li></ul>
In-depth consultations	<ul style="list-style-type: none"><li>● onsite support</li><li>● regular branch visits</li><li>● telephone, email</li></ul>

You build it and they will come (staff engagement)

*High levels of engagement, confidence and comfort facilitated by an encouraging work environment*

- Evidence from interviews, focus groups and general conversations
- eLearning resources created by staff
- eLearning survey





# What everyone's been doing so far?

## Menu

How to Place a Hold Request  
[www.lib.monash.edu.au](http://www.lib.monash.edu.au)

Slide Title	Status
▼ I want to get...	
Slide 1	✓
Items on loan	
Items available at another b...	
Items at the Offsite Store	
Items on order or being cata...	
Off-campus services	
▼ FAQ	
FAQs - placing a hold on a M...	
Why can't I place a hold req...	
How long will it take for my r...	
How will I know when my re...	
Where do I collect my reque...	
How long will you keep my r...	
Why was my request cancell...	
Why is my request taking so ...	

Find

00:08 / 00:57 Minutes

## Items available at another branch



Available for hold request by all registered borrowers - delivered to your pickup location

Some items are not available for hold



MONASH University  
Library

# What everyone's been doing so far? (con.)

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## Finding non-English resources: Home

A guide to help you find non-English resources

[Home](#) [Chinese](#) [Cyrillic](#) [Japanese](#) [Korean](#)



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# What everyone's been doing so far? (con.)

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**Uploads** Most popular Grid

**Efficient reading strategies**  
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**Library Life Hack 2: How to find a book**  
1,741 views • 9 months ago

**MC What are journals and journal articles?**  
1,530 views • 10 months ago

**Quick tips on database searching**  
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CC

**MEB Welcome to iLearn**  
1,176 views • 6 months ago

**How to use Boolean searching**  
Using AND, OR and NOT  
3:31

**TIPS FOR SEARCHING DATABASES**  
1:32

**DOES THE ARTICLE HAVE EXTENSIVE CITING AND REFERENCING?**  
EXTENSIVE CITING & REFERENCING SHOWS THE ARTICLE HAS CREDIBILITY  
2:26

**So, what is a database?**  
0:45

**Citing and referencing: Basics**  
1:40

**MC Searching databases using AND, OR and NOT**  
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**Library Life Hack 1: Reading Lists**  
454 views • 9 months ago

**Library programs**  
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**IS THE ARTICLE PUBLISHED IN A PEER-REVIEWED JOURNAL?**  
1:11

**Struggling to effectively**

**TURABIAN MHR VANCOUVER AGIC3 BUT IT'S DIFF**



# What everyone's been doing so far? (con.)

[My home](#) ► [Units](#) ► [Library](#) ► [Student Learning](#) ► [ATS1281Library](#)

[Turn editing on](#)

## Library Research Skills ATS1281 - Understanding Crime



**Library resources**



**Using Library  
Search**



**Effective  
search tips**



**Criminology  
database**



**Effective use of  
the Internet**



**Government  
resources**



**Online media**



**Citing and  
referencing**

# Highlights

Research & Learning Online | Research and writing for assignments |  
Referencing and academic integrity

## Academic integrity



Sir John Monash, after whom Monash University is named, said "...equip yourself for life, not solely for your own benefit but for the benefit of the whole community". This is the principle behind academic integrity; the pursuit of quality scholarship and education in alignment with the policies and expectations of the University.

This set of modules will teach you:

- The definition and ethical principles of academic integrity
- Practical and cognitive skills to ensure integrity in your academic work
- Types of plagiarism, how it occurs and how it can be avoided
- The definition of collusion and how it relates to academic integrity
- Consequences of academic misconduct and where to find help if needed.

We suggest you start with the Introduction module below. To view the accessible alternative versions below.



### Menu

- › [Academic integrity \(home\)](#)
- › [Introduction](#)

### Types of plagiarism

- › [Ctrl-C](#)
- › [Error-404](#)
- › [Find and replace](#)
- › [Hybrid mashup](#)
- › [Recycle and clone](#)
- › [Remix](#)
- › [Retweet](#)

### Skills to avoid plagiarism

- › [Cognitive skills](#)
- › [Practical skills](#)

### Ethics and conduct

- › [Collusion](#)
- › [Ethics](#)
- › [Consequences](#)
- › [Getting help](#)

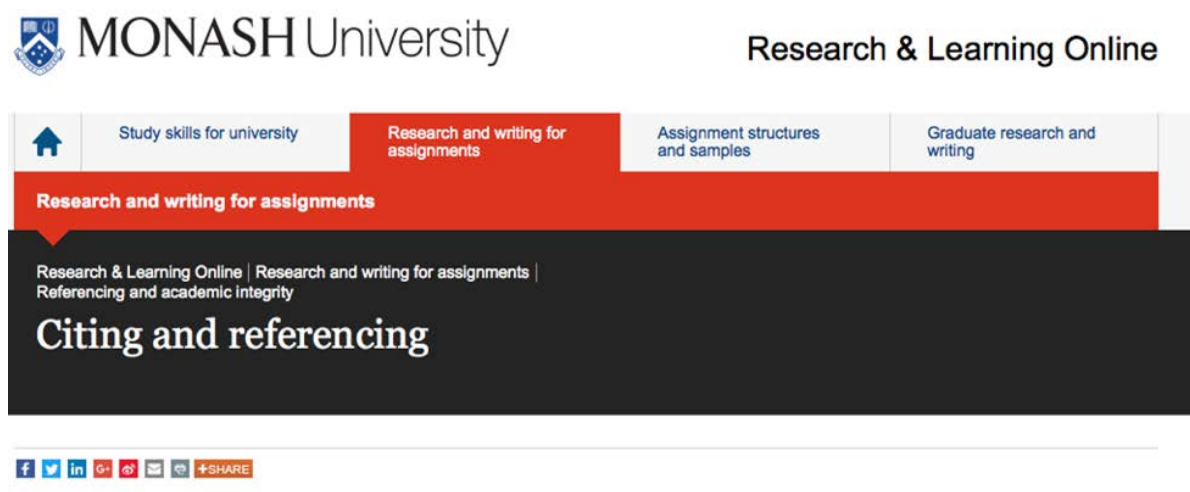
### Other relevant resources

- › [Demystifying Citing and Referencing](#)

## Academic integrity

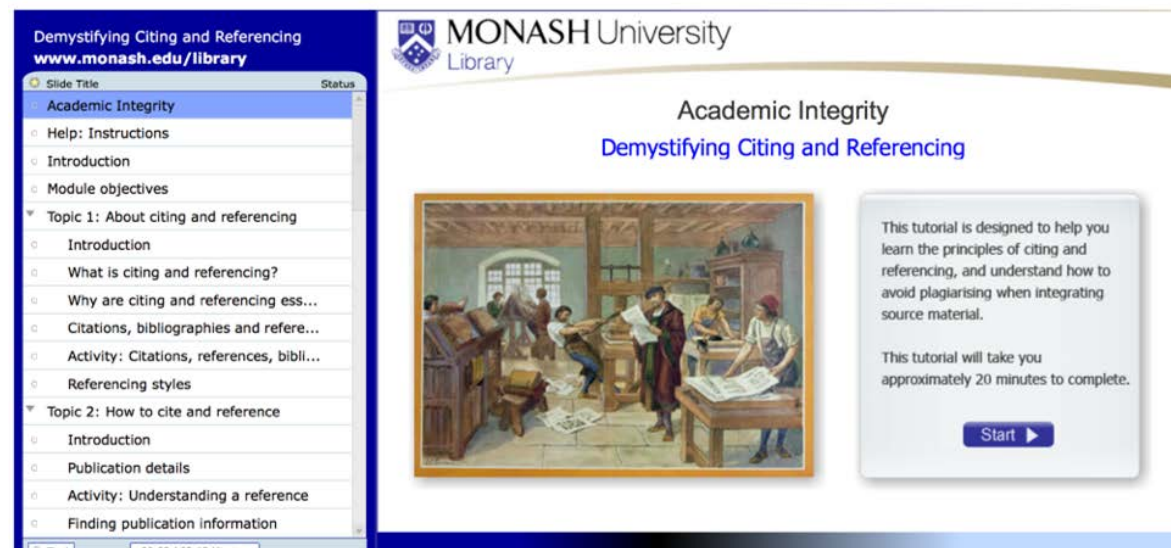
- Viewed nearly 60K times
- Linked to university policy
- Template for mandatory quizzes for university wide use

# Highlights



## Citing and referencing

- Nearly 40K hits in last 7 months
- Visitors around the globe
- Widespread use in online and f2f sessions

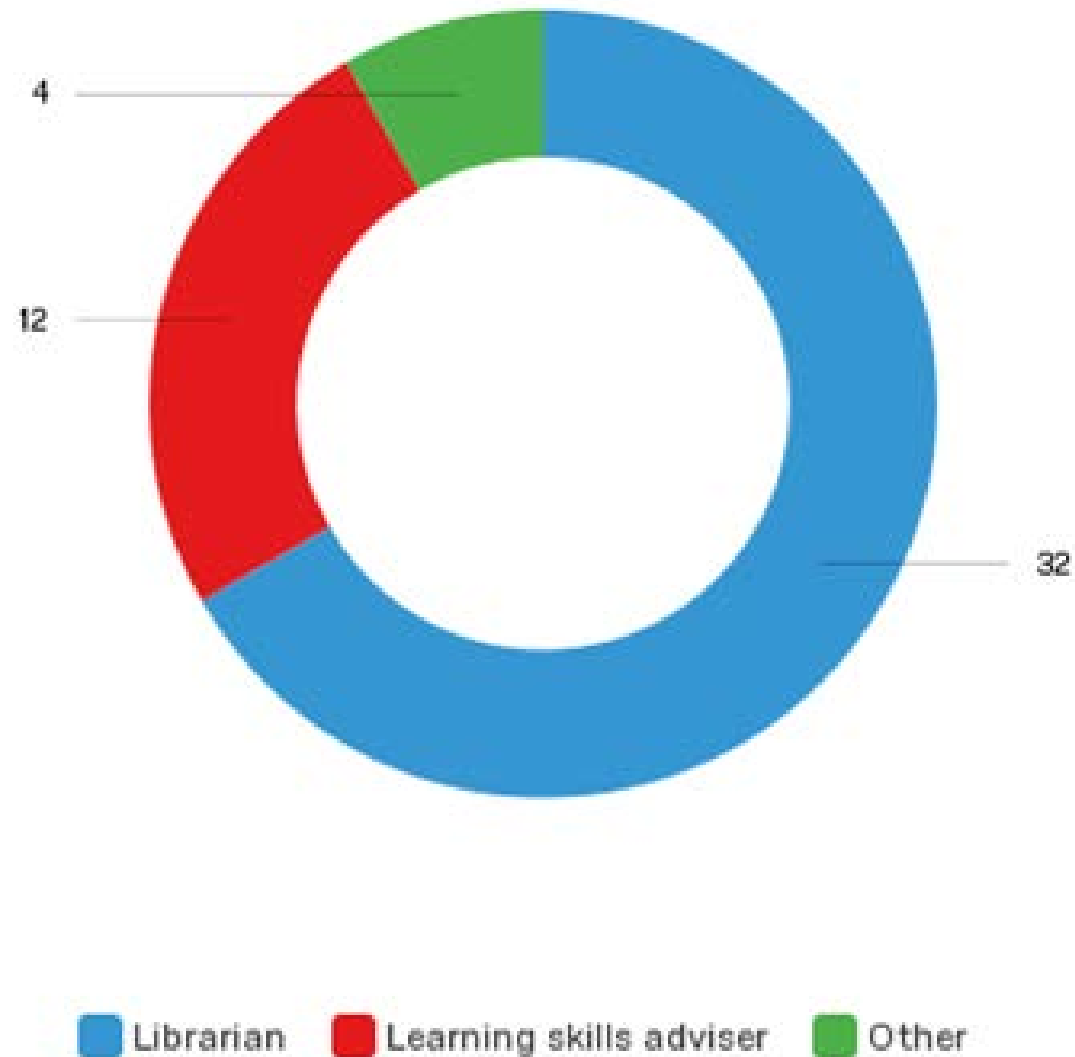


## Moodle courses

- 56 active library units
- Some university wide
- Excellence award
- Grant recipient

## Now the survey

- 22-question survey
- 127 library staff members
- 48 respondents in 2 weeks






# Contribution to teaching and learning

Around 91% created eLearning content

Around 93% felt eLearning making a positive contribution



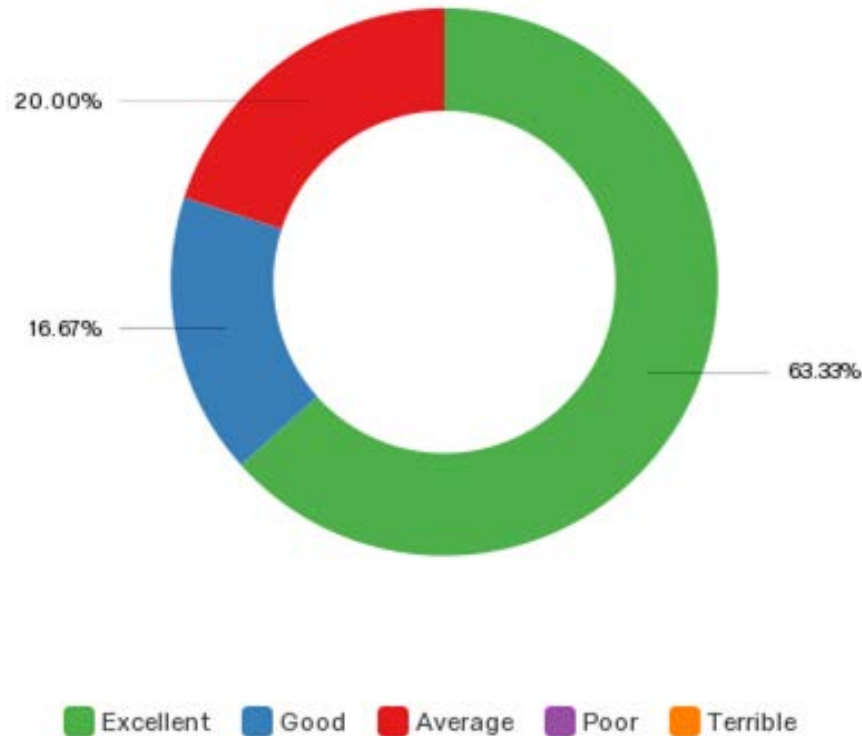
“Allowing for students to access information at their own time and pace, use multiple times and from any location. Supplements our face to face classes with interactive elements and allows for us to also collect data on usage.”

“Increased student engagement, additional resources for learning beyond the classroom.”

# What staff are saying about eLearning professional development?

- 80% have attended some form of professional development in relation to eLearning
- 77% thought the number of sessions per year was sufficient
- 66% felt the variety offered was sufficient

# Have we made a difference?



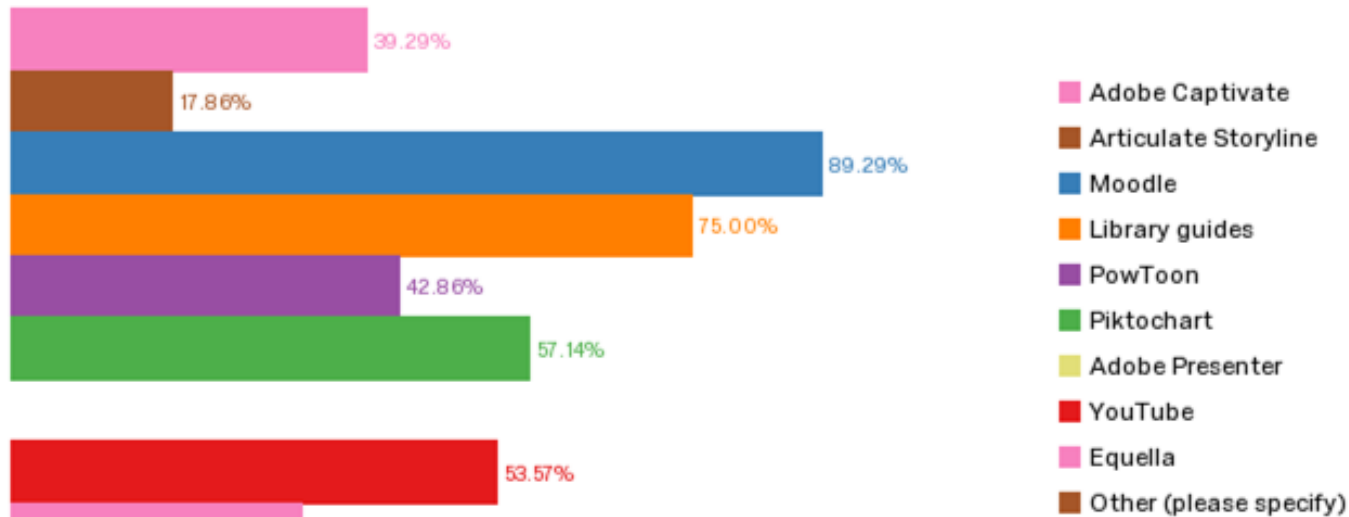
- 73% have collaborated with members of the eLearning team on projects
- 95% felt the collaboration helped developing their eLearning knowledge and skills
- Positive perception that the team is contributing to sustaining eLearning

## There are gaps

- 67% have used templates and design tools developed by the team
- However the rest either haven't or never heard of them
- 85% felt these templates and tools helped clarifying their understanding of the development process
- There is work to be done



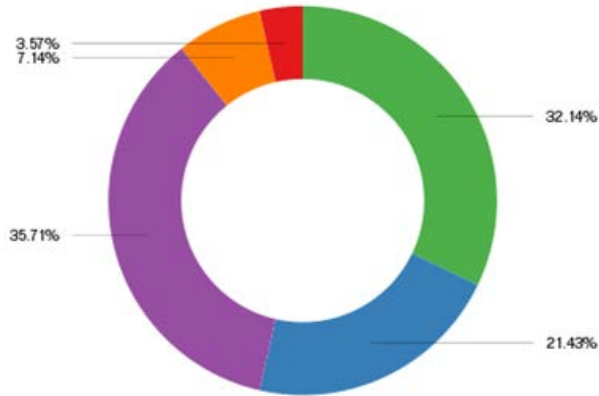
# Are we choosing sustainable technology?



It fits the purpose of the project the best    It is a University/Library enterprise tool



# What are staff saying about their eLearning experience?



Professional development opportunities  
(e.g. workshops, peer learning, and...



Consultation and collaboration with  
eLearning team (e.g. one-on-one trainin...

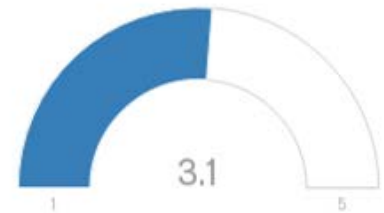


■ A great deal
 ■ A lot
 ■ A moderate amount
 ■ A little but willing to try
 ■ None

Planning tools and templates (e.g.  
checklists, Captivate/Articulate templat...



Influence on / changes to teaching (e.g.  
reduced number of face-to-face cla...



Technology (e.g. Equella, PowToon,  
Captivate)



Environment that encourages  
collaboration and innovation (e.g. peer  
support...



# So what's the plan?



- Additional tools, guidelines and templates
- Develop samples, exemplars and best practice showcase collections for reuse and sharing of experience
- Develop staff skills in conducting evaluations
- Increase staff development activities and follow up sessions
- More hands-on workshops
- Make use of video conferencing and recording technologies to increase accessibility

## So what's the plan? (con.)



- eLearning champions in each branch and a community of practice to encourage peer support
- Investigate additional approaches to sustaining and further developing a supportive work environment in the area of eLearning
- Provide structured ways of supporting technology innovation in ways that are driven by pedagogy and that contribute to sustainable development of eLearning resources





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# Thank you!

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