GETTING TO KNOW THE NEIGHBORHOOD: FORMING NEW PARTNERSHIPS TO EXPAND OPPORTUNITIES

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“Careful monitoring of an organization’s internal and external environments for detecting early signs of opportunities and threats that may influence current and future plans.”

<table>
<thead>
<tr>
<th>2005-2006</th>
<th>2012-2013</th>
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<tbody>
<tr>
<td>~45,000 students</td>
<td>~60,000 students</td>
</tr>
<tr>
<td>Reference Department</td>
<td>Information Literacy and Outreach department</td>
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<tr>
<td>Instruction program</td>
<td>Focus on Info Literacy</td>
</tr>
<tr>
<td>Silo mentality</td>
<td>Partnerships with CDL, New Media, Instructional Designers, Level 2 Productions, Web Design Team, Faculty Center for Teaching and Learning</td>
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Initial opportunity: SACS QEP
ABOUT QEP WHITE PAPER

http://www.sacscoc.org/
HOMEGRAPH LEARNING
OBJECT SYSTEM
NEW MEDIA

Let's take a peek

For more information,
e-mail
newmedia@mail.ucf.edu

http://cdl.ucf.edu/contact/newmedia/
Learning Objects

Overview

Learning Objects are essentially defined as any reusable piece of educational material. Generally, Learning Objects are fairly small in scope and size, and pertain to a specific concept. We wanted to bring Learning Objects to UCF in a way that was systematic, effective, and innovative while still maintaining usability. The project began with a peer reviewed journal article, Practical Guidelines for Learning Object Granularity from One Higher Education Setting, written by CDL employees associated with the Obojobo project.
MODULE DEVELOPMENT
Distributed (Online/Distance) Learning

- Instructional Designers - assist faculty w/online course development
- Media Production – assist with graphics, animation, interactive exercises, games
- Technical Support – for students & faculty
Librarian + Instructional Designer
+ ILO Librarians & CDL Teams

Pre-planning

Brain-storming

Draft Outline

Finalize Outline

Finalize

Assessment

Content/Practice

Reviews
<table>
<thead>
<tr>
<th>Learning Object Tool</th>
<th>Backward Design Principles +</th>
</tr>
</thead>
<tbody>
<tr>
<td>● One learning objective, concise content, practice w/feedback &amp; assessment</td>
<td>● Identify objectives</td>
</tr>
<tr>
<td>● “Complete-able” in one sitting</td>
<td>● Determine acceptable evidence for skills &amp; assessment</td>
</tr>
<tr>
<td>● Not discipline or UCF specific</td>
<td>● Plan activities/sequence content</td>
</tr>
<tr>
<td>● Scalable, reusable content “build once -- use often”</td>
<td>● Select/identify media &amp; learning strategies</td>
</tr>
<tr>
<td>● Data-rich, authenticated system</td>
<td>● Develop assessment, content, practice w/feedback</td>
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</tbody>
</table>
A Module
Welcome to the 'Moving into Discipline Specific Research' learning object. This object has four sections: this overview page, a content section to teach you about this topic, a self-paced practice quiz to test yourself on your knowledge of the topic, and finally a recorded assessment quiz to prove your mastery of the subject.

**Learning Objective - What you will learn:**

Students will be able to evaluate effective strategies for locating topic-related, academic sources using article citations and research tools such as library databases and Google Scholar.

**Time Estimate:** 20 Min.

The author(s) estimate it will take this amount of time to complete this learning object.
ADDITIONAL PARTNERSHIPS
Office of Information Fluency

http://www.if.ucf.edu/if%20faculty/index.php
Faculty Center for Teaching & Learning

2013 Summer Faculty Development Conference
The Summer Professional Development Conference focuses on communication for academic, professional, and civic engagement and inviting new voices into conversations about campus and classroom challenges... Learn More ➔
USABILITY TESTING
Faculty Feedback Form

In order to ensure that the development of UCF's Information Literacy Modules continues to align with faculty needs, would you please rate the importance to you of the modules we are currently considering for future development?

The modules under consideration currently are:

- Citing Sources Using Chicago Style
- Navigating the Deep Web/Gray Literature (searching for "publications" outside the normal publishing channels in parts of the web unsearchable by conventional search engines)
- Searching Subscription Databases (selecting and searching library databases)
- Retrieving Sources (mechanics of finding identified sources)
- Understanding Citations (identifying elements of citations for books, book chapters, journal articles, dissertations, etc)
- Searching Social Media for Information (Twitter, blogs, wikis, YouTube, etc.)

Please select your top three module choices using the pull-down menus below. (You may also propose a module not on this list for one of your top three choices.)

1. From the pull-down menu, select the topic you would rank as your FIRST CHOICE as a topic for a new information literacy module:
   Choose a Topic ▼

2. From the pull-down menu, select the topic you would rank as your SECOND CHOICE as a topic for a new information literacy module:
   Choose a Topic ▼

3. From the pull-down menu, select the topic you would rank as your THIRD CHOICE as a topic for a new information literacy module:
   Choose a Topic ▼

4. Please describe any module topics other than those above that you would suggest for new information literacy modules:


Welcome to Digital Media at Course Development and Web Services, the graphics team of UCF's department for all things Web.

http://digitalmedia.ucf.edu/
What are the Information Literacy Modules?

The University of Central Florida Information Literacy Modules are funded by the Information Fluency Initiative and developed by the Library and the Center for Distributed Learning. The modules are supplemental resources available for use by faculty to help students build information literacy skills.

Please click play to view a brief demo of module content and features. The demo includes an inside look at content, practice questions with feedback, and assessment screens. It also shows examples of student assessment scores, which can be downloaded or exported into online courses.

Modules titles include:

- Avoiding Plagiarism Using APA Style
- Avoiding Plagiarism Using MLA Style
- Citing Sources Using APA Style (6th edition)
- Citing Sources Using MLA Style (7th edition)
- Conducting a Literature Review
- Creating a Search Strategy
- Evaluating Web Sites
- Focusing on Information Search
- Managing References using RefWorks
- Maximizing Google Scholar Searches
- Moving Into Discipline Specific Research
- Recognizing a Research Study
- Selecting Articles for Academic Assignments
- Understanding the Information Cycle
# Level 2 Productions

## Pre-Production

- **Conceptualization**
  Stage at which the idea is molded into a viable video

- **Consultation**
  Meeting(s) where expectations and ideas are ironed out for the video project

- **Scripting**
  Typically a collaboration with client and producer where the words for the script are formulated and finessed

- **Storyboarding**
  A handy tool developed by the producing team typically to visualize more complex video ideas

- **Scouting Location**
  Visiting potential shooting locations to assess the needs of the production and possibilities

- **Casting**
  If needed, finding the appropriate talent for the video project

## Production

- **Coordinating**
  Producer's responsibility to plan for resources, locations, and personnel

- **Video Acquisition**
  Any original video footage that needs to be captured in studio or on-location

- **Audio Recording**
  Any voice-over or sound to be used in the final edited segment

- **Screen Capturing**
  Screen movement or display from a website to be used in the final edited segment

- **Graphic Planning**
  Determining what graphic elements are needed for the video

## Post-Production

- **Video Editing**
  Software-enabled process of assembling all the individual video elements

- **Motion Graphics and Titles**
  Creation of the graphic elements and the movements on screen

- **Draft Screening**
  Meeting with client to allow for viewing and feedback before the video is finalized

- **Mastering**
  Saving the video into the appropriate file format(s) for final delivery. Ex: Web or DVD

- **Delivery**
  Handing over the videos to client or hosting the videos and passing on links/code
MOVING INTO DISCIPLINE SPECIFIC RESEARCH

https://obojobo.ucf.edu/view/4983
Welcome to the ‘Citing Sources Using APA Style’ learning object. This object has four sections: this overview page, a content section to teach you about this topic, a self-paced practice quiz to test yourself on your knowledge of the topic, and finally a recorded assessment quiz to prove your mastery of the subject.

Learning Objective - What you will learn:

Students will be able to demonstrate how to apply parenthetical citations and reference entries using styles found in the Publication Manual of the American Psychological Association, Sixth Edition (2010) to cite:

- books,
- articles from print journals,
- articles from electronic journals, and
- information found on the web.

Time Estimate: 30 Min.

The author(s) estimate it will take this amount of time to complete this learning object.

Get Started
Module Examples

Citing Sources Using APA Style

Basic Book Entry

Drag and drop your choices here
 Drag the 5 elements that are required for a book citation into the bottom window. When you have selected all of the elements, a DONE message will appear.

Done
click to continue

- publication date: (2003).
- ISBN not needed.
- author name: Farrell, J.
- publication city: Washington, DC.
- publisher name: Smithsonian.
You made (2) errors. You may need more practice before taking the Assessment.

Drag the selected elements into their correct places for an APA citation.

Conducting a Literature Review

Getting Started

What is the purpose of a literature review?

The purpose of a literature review is to provide a written analysis of the scholarly works that have been published about a topic or an area of interest. Literature reviews play an important role in academic research. They bring together a collection of scholarly sources and synthesize the research to provide a description of the current knowledge about a particular topic.

How does conducting a literature review differ from writing a literature review?

Conducting a literature review involves searching for and selecting relevant sources. However, the phrase "literature review" may also be used to refer to an actual published scholarly article or a section in a scholarly article or academic paper that describes "the literature" relating to a topic.

What is the difference between a literature review and an annotated bibliography?

This module discusses the steps used for conducting a literature review. Don't confuse a literature review with an annotated bibliography. An annotated bibliography lists citations for sources and briefly summarizes the key points or arguments laid out in the sources. A literature review provides a more in-depth discussion of scholarly sources and includes an analysis and comparison of the major theories, key arguments, and research findings and
Module Examples

Evaluating Web Sites

Practice What You Learned

- 10 questions
- Unlimited attempts
- Scores not recorded

How Practice Works

This section is optional but recommended to help you prepare for the questions in the Assessment Section. Unlike the Assessment, you are free to review the content at any time. You will also receive feedback on your answers when available.

Begin Practice
Module Examples

Practice Question 4:

When you’re trying to determine the accuracy of the information on a web page, what should you look for?

Choose one of the following answers:

- Reference sources that support the information presented and help you check the reliability.
  - REVIEW: Correct: You should be able to verify that the sources an author used to write about a topic support the accuracy of the information.

- How well the author covers the information and how in-depth it is.

- The date the page was last updated and how up-to-date the information is.
Module Examples

Focusing an Information Search

Time to Test Your Knowledge

12 Questions

? Attempts remaining

Your highest attempt score counts

Content section closed

You Skipped a Page or Two

You can proceed to the Assessment at any time, however reviewing any content you skipped may help you achieve a higher score.

How Assessment Works

You have ? attempts for this assessment. Once you begin, you cannot leave the assessment. If your browser closes while taking the assessment you can continue where you left off. You will receive a score at the end of each attempt, as well as an e-mail confirmation.

Start Assessment
Module Examples

Assessment Question 1:

Sally and Beth need to conduct research for their Engineering class. Their assignment involves teaching the class about solar power energy. Using Academic Search Premier, which of the following is the best example of how to search where the words are only found adjacent to one another?

Choose one of the following answers:

- "solar power energy"
- solar power and energy
- solar power energy
MODULE EXAMPLES

Focusing an Information Search

Attempt 1 Score:

92%

Recorded Score: 92%
(This is your highest attempt score)

Details:
You have 7 Attempts remaining. If you’d like to try for a higher score than 92% then return to the assessment overview page to begin another attempt. Otherwise you may close this window or review the other sections.

The assessment will close on 04/18/12 at 2:14:25 PM.

Return to the Assessment Overview page
RESULTS FROM PARTNERSHIPS
# Module Statistics

**University of Central Florida Information Literacy Modules**

<table>
<thead>
<tr>
<th>Category</th>
<th>Value</th>
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<tbody>
<tr>
<td>June 1, 2008 through December 31, 2012</td>
<td></td>
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<tr>
<td>Course Instructors</td>
<td>316</td>
</tr>
<tr>
<td>Instances Created (module copies)</td>
<td>3,739</td>
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<tr>
<td>Students</td>
<td>23,074</td>
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<tr>
<td>Assessments Completed</td>
<td>112,295</td>
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</table>
Use by Faculty

- Most faculty report they assign modules as stand-alone, graded assignments.
- On average, faculty report moderate impact on student knowledge/skills.
- Technical problems reported – 93% are associated with login.
- On average, students say they have prior experience with content but receive value from practice/feedback and find that the summative assessments accurately gauge their competence.
Outreach Opportunities

Guest Access Modules

James B. Duke Memorial Library, 2010
ONGOING PARTNERSHIPS
Welcome to Introduction to the UCF Library! This course will teach you the basics of finding, evaluating and using information available from the library. To begin, click on Modules and work through the content. You must take the Quiz to complete the course and get credit for your work. If you have questions, use the Discussion section to post questions to the course librarian, or you can contact the Ask a Librarian service.
Library Integration w/Canvas
DIGITAL BADGES
YOUR ENVIRONMENT
Environmental Scan

Definition: Careful monitoring of an organization’s internal and external environments for detecting early signs of opportunities and threats that may influence current and future plans.

<table>
<thead>
<tr>
<th>OPPORTUNITIES</th>
<th>PARTNERSHIPS</th>
<th>STAFFING</th>
<th>FINANCIAL</th>
<th>TECHNOLOGY</th>
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<tr>
<td>EXTERNAL</td>
<td>Center for Distributed Learning&lt;br&gt;New Media&lt;br&gt;Digital Media&lt;br&gt;Level 2 Productions</td>
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<td>IF Office</td>
<td>Learning Object System&lt;br&gt;Level 2 Productions</td>
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<tr>
<td>INTERNAL</td>
<td>Library Administration</td>
<td>New ILO Department&lt;br&gt;New Librarian</td>
<td>Marketing</td>
<td>Adobe Captivate</td>
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<td>ILO &amp; Reference Librarians</td>
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<td>THREATS</td>
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<tr>
<td>INTERNAL</td>
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<td>Staffing Cut/Hiring Freeze</td>
<td>Maintenance Issues</td>
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</table>
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