

**Proposal for Quality Enhancement Plan Project  
Cover Sheet**

UWF Libraries  
**Department Name**

Kristy Padron (x.2048) kpadron@uwf.edu  
**Name, Phone and Emails of Contact Persons**

UWF Libraries staff and Dr. Thomas Westcott (Student Life Skills course)  
**List of faculty and staff involved**

We understand that the project proposal elements listed below must be included in all proposals considered by the UWF Quality Enhancement Steering Committee. Refer to the Rubric for Evaluating Programs for guidance in developing each program element.

We understand that the UWF Quality Enhancement Plan Steering Committee will recommend funding only if the project is consistent with the intent of the University's Quality Enhancement Plan. We further understand that all funds must be expended in accordance with the terms and conditions of approval.

<u>Kristy Padron</u>	_____	<u>4/20/07</u>	<u>x.2048</u>
Print name of contact person	Signature	Date	Phone

<u>Caroline Thompson</u>	_____	<u>4/20/07</u>	<u>x.2412</u>
Department/Division Head	Signature	Date	Phone
(Signature signifies departmental endorsement of the project.)			

<u>Dana Sally, Ph.D</u>	_____	<u>4/20/07</u>	<u>x.2492</u>
Dean/Vice President	Signature	Date	Phone

***FOR OFFICE USE ONLY***

**Date and time application was received:** \_\_\_\_\_

**Signature:** \_\_\_\_\_

# University of West Florida Quality Enhancement Plan

## Project Proposal Narrative

**Project Title:** UWF Libraries – Creating Dynamic Online Library Tutorials

**Contact Person:** Kristy Padron

### Abstract

The proposed project involves enhancing the UWF Libraries' online learning tools, specifically its Online Library Orientation. These upgrades are based on assessments of the 2006-2007 pilot implementation of the online Library Orientation, which revealed that students benefit from interactive and guided lessons on using library resources in order to successfully conduct research. The proposed project converts these resources from static and text-based into more dynamic formats. The proposed project supports project management outcomes by enabling students to identify and gather information for written papers, presentations, or group projects.

### Project Rationale

The proposed project, Creating Dynamic Online Library Tutorials, builds from a 2006-2007 pilot project of UWF Libraries which involved converting the traditional Basic Library Orientation into an online orientation. One goal of the project was to inform students of UWF Libraries' services and information resources. The second was to make this information conveniently accessible to all UWF students, especially for distance learners. Prior to the creation of this online tutorial, the orientation was available to students in scheduled library instruction sessions and during walk-in orientation sessions.

Online Library Orientation (available at [http://library.uwf.edu/Step\\_1/Section\\_1/a.htm](http://library.uwf.edu/Step_1/Section_1/a.htm)) was created by the UWF Libraries. UWF Academic Technology Center provided consultation for technical aspects while CUTLA provided pedagogical and assessment advice. Wink Flash, a free web authoring program, was used to produce animated pages that demonstrated the use of online library resources. The online orientation consisted of 5 sections covering different aspects of library services and resources. Each section contained student learning outcomes, text narration, and demonstrations of UWF resources. The sessions ended with a self-grading quiz based on content and student learning outcomes.

After rigorous library testing and review, the online orientation was launched in fall semester 2006 and was used by all students enrolled in Student Life Skills courses. Over 300 students took the online orientation and completed 4 of the 5 sections and quizzes. Quiz results and item responses were compiled and analyzed. At the end of fall semester, a post-quiz using actual items from the section quizzes was administered to these students. Results from the orientation quizzes were compared with matching items from the post-quiz. In addition, students provided feedback for the content and technical aspects.

Findings from the quiz results and the post-quiz indicated that the online library orientation was effective at helping students identify library services and basic resources. Students reported that they appreciated the information and were previous unaware of it. However, they had difficulties using the library resources, such as finding a book in the library catalog and finding a journal article in a library database. This revealed that students needed additional and guided practice. Feedback further revealed they liked having an online orientation but wanted a more interactive format. Wink Flash, the software used in the orientation, has limitations in its capability to create interactive and hands-on exercises. The proposed project includes a recommendation to purchase software to allow more innovative approaches to demonstrating the Libraries' online learning tools.

UWF librarians, particularly those in the Reference Department who provide most of the library instruction, were informed of these findings. They recommended providing students with more guided practice in using library resources during their instruction. Another suggestion was to make the online library orientation more interactive.

The goal of the proposed project, Creating Dynamic Online Library Tutorials, is to reformulate the Libraries' online orientation into an interactive and engaging learning tool. This project assists students in project management by teaching them the research process; identifying, using and evaluating information sources; and informing them of library services that will enable them to successfully complete course-related projects. The proposed project will be assessed by analyzing quiz results from students in Student Life Skills classes, as done for the pilot online library orientation. In addition, a pre-test will be administered to evaluate their library and research knowledge before taking the tutorial; this will provide an accurate assessment of the online library orientation and its effectiveness at teaching research and library skills.

## Relationship to QEP Goals

QEP Goals		Proposed Project Goals
1. Improve student learning of knowledge, skills, and values relevant to Project Management.		Proposed project fulfills the following goal for student learning: <ul style="list-style-type: none"> <li>o Identify library resources and other information tools so students can successfully search for information.</li> </ul>
2. Increase use of active learning and student engagement instructional strategies and related assessments for development of Project Management skills, knowledge, and values.		Proposed project enables UWF Libraries to create an online library orientation that demonstrates how to use library resources. These tutorials include self-paced, interactive exercises and self-grading quizzes.  Proposed project uses interactive and online technology that includes audio, visual and dynamic presentations of content that addresses different learning styles.
	a. Refine program- and course-level outcomes.	Assessment done in January 2007 from the Library Orientation Online identified improvements to make in instruction and its online orientation. Proposed project responds to this and posits to obtain a more accurate view of student learning via learning tools that provide interactive demonstrations and

		exercises.
	b. Develop and refine appropriate assessments, both direct and indirect	<p>Library Orientation Online has quizzes that immediately provide feedback and scores to students and faculty; all quiz scores are recorded and assessed by UWF Libraries. Any results from proposed project will be used to further enhance UWF Libraries' instruction and online tutorials.</p> <p>The proposed project will make use of a pre-test in order to evaluate the prior student knowledge of library services and resources. Scores from this pre-test will be compared with quiz and post-quiz scores to evaluate the orientation's effectiveness in student learning of new library skills.</p>
	c. Increase use of active learning and student engagement instructional strategies and appropriate assessments.	The use of interactive and online technologies in proposed project will provide exercises that simulate actual searches for information in an online library environment. In addition, its self-grading quizzes will help with assessment.

## Project student learning outcomes

<b>Project Conceptualization</b>		<b>Proposed Project Outcomes</b>
	Identifies criteria for successful completion	Student Life Skills instructors and those from other classes who assign Library Orientation Online to their students inform them of quiz scores required for successful completion; students will be able to identify criteria for successful completion by credit given.
<b>Self-regulation</b>		
	Manages appropriate timeframe	Library Orientation Online are segmented and provide the amount of time needed to complete it; this is provided so students can schedule their completion.
	Shows flexibility by planning back-up strategies	<ul style="list-style-type: none"> <li>Students will locate library services and assistance available when challenges occur in information gathering and use.</li> </ul>
<b>Team-work Skills</b>		
	Completes responsibilities as team member	<ul style="list-style-type: none"> <li>Students will identify library resources needed to fulfill assignment or project requirements.</li> </ul>
	Contributes positively to task completion	<ul style="list-style-type: none"> <li>Students will identify and gather information for its potential use in projects.</li> </ul>
<b>Project Delivery</b>		
	Effectively presents results using appropriate oral, written, and/or visual means	<ul style="list-style-type: none"> <li>Students create visual and written final projects based on information gathered for the project.</li> </ul>

		<ul style="list-style-type: none"> <li>Students create visual and written final projects using library technology (PCs) and resources (Library Catalog, databases).</li> </ul>
	Responds effectively to constructive feedback	<ul style="list-style-type: none"> <li>Students will identify and correct challenges to their information-seeking and research topic skills through completing exercises providing feedback and self-grading quizzes.</li> </ul>

## Instructional /learning strategy enhancements

1. The recent assessment of the online library orientation suggests that students require guided practice in order to effectively use online library tools. This proposed project addresses this by providing exercises to students during the online orientation. Guided practice enhances learning and retention (Rosenshine & Stevens, 1986), and students will be more capable of changing their information searching and research skills.
2. The proposed project provides immediate feedback to exercises as well as self-grading quizzes. This assists students in refining their learning and for them to correct any challenges.
3. The proposed project incorporates visual and audio components that are currently not available in online library tutorials. This allows the online library tutorials to accommodate students' multiple learning styles.

## Assessment Plan for the Project

Assessment for proposed project will be the same as it was for the January 2007 assessment of Online Library Orientation. However, one point will be added. A pre-test will be administered to evaluate student library and research knowledge before taking the tutorial; this will provide an accurate assessment of the online library orientation and its effectiveness at teaching research and library skills.

Students will then take a self-grading quiz immediately after completing a section of the orientation. All quiz scores will be tabulated and an item analysis performed. Test averages will be determined, as well as the quiz items that students did not successfully answer.

Students will be asked to complete a post-test about a month after taking the orientation to assess if their performance is similar to the orientation quizzes. Post-test scores will be compiled and compared with the first quiz.

The last component of assessment will involve administering a questionnaire on the orientation. Students will be asked to provide feedback on the orientation's design, length, and content. All results will be compiled, examined, and summarized, and will be used to improve the Library Orientation Online, and eventually other online library tutorials.

The following assessments will be used to evaluate the following student Learning Outcomes.

Assessment	Student Learning Outcome
<ul style="list-style-type: none"> <li>Quiz (Library Orientation Online)</li> <li>Post-Quiz (Library Orientation)</li> </ul>	1. Students will identify UWF Libraries and its resources as providing information sources

Online)	<p>to fulfill their project needs</p> <ol style="list-style-type: none"> <li>2. Students will effectively use library information tools.</li> <li>3. Students will identify and correct challenges to their use of library resources.</li> <li>4. Students will locate library services and assistance available when challenges occur in information gathering and uses.</li> </ol>
---------	--

Assessment from the proposed project will provide information to guide improvements to library services, specifically in instruction, research assistance, and information literacy initiatives.

## Plan for Formative Assessment of the Project

Formative assessment is integrated in the proposed project. Quiz scores and student feedback will be used to identify changes in content and structure of online tutorials and online orientations. Minor changes to the proposed project will be implemented each semester, with major changes occurring in the summer.

## Information dissemination plan

UWF Campuses:

- Library faculty and library administration presentations to teaching faculty
- Library liaisons to academic units
- Library Committee (consists of faculty, library administration, students, and librarians).

Marketing and Promotion:

- UWF Libraries web site
- *The Voyager* (campus newspaper)
- *Reference Department News*

Professional Forums:

- Council of State University Libraries' Public Services Planning Committee (most UWF librarians serve on various committees that meet monthly)
- Association of College and Research Libraries' *PRIMO* (Peer-Reviewed Instructional Materials Online; review of online library learning tools; a report on the proposed project will be submitted and read by a national audience of college library professionals).

## Institutionalization plan

The proposed project collaborates with Student Life Skills/ Freshman Experience courses. Its pilot project, Online Library Orientation, was created in partnership with SLS/Freshman Experience and in consultation with UWF Academic Technology Center. This collaboration will continue in the proposed project.

Collaboration with other UWF departments has excellent potential. The proposed project involves academic units including English Composition, History, Health, Leisure and Exercise Sciences, and Business, all that have incorporated library instruction. The proposed project enables instructors and students to provide feedback, thus involving them in the improvement and development of the Libraries' online learning tools.

## Resources needed

The proposed project will require assistance of a graduate student assistant to assist in all phases of assessment and in developing enhancements to the Online Library Orientation.

The proposed project also requires software to design and implement enhancements to the orientation. Camtasia and Captivate are ones frequently used by college libraries to create online learning tools. Actual costs for software are provided in the budget, although other software may be used based on the technological and instructional needs of the orientation.

<u>Budget Item</u>	<u>Description</u>	<u>Unit Cost</u>	<u>Total Item Cost</u>
Camtasia	Web authoring software – create interactive web pages	\$ 1,195.00 (Software & 5-user license)	\$ 1,195.00
Captivate	Web authoring software – create audio and visual components to tutorials	\$ 299.00 (Software & license)	299.00
Graduate Student Assistant	1 graduate student assistant for 1 year (10 hours per week; 6 weeks in fall, 16 weeks in winter, 14 in summer)	\$10.00 per hour x 10 hours per week = \$100 gross \$100 x 36 weeks = \$3,600 (year)	3,600.00
<b>TOTAL</b>			<b>\$ 5,094.00</b>

## Timeline for project activities and events

The proposed project begins in Summer 2007, beginning with selecting software and then training library staff to use it. Changes to the content and technological enhancements will take place Spring 2008. The launch date of the enhanced online library orientation will be Fall 2008. Its final phase will be January 2009 with final assessments.

<u>Summer 2007</u>	<ul style="list-style-type: none"> <li>Explore various web authoring software and compare.</li> </ul>
<u>September/October 2007</u>	<ul style="list-style-type: none"> <li>Select and purchase software(s) to use for online orientation.</li> </ul>
<u>November/December 2007</u>	<ul style="list-style-type: none"> <li>Hire graduate student assistant; Train librarians and graduate student assistant to use web authoring software.</li> </ul>
<u>January – March 2008</u>	<ul style="list-style-type: none"> <li>Revise content of Online Library Orientation to</li> </ul>

	incorporate upcoming changes in Library Catalog (Endeca) and Library online resources such as databases, especially new database and MetaLib.
<u>April/May 2008</u>	<ul style="list-style-type: none"> <li>Edit visual content of Online Library Orientation, as advised by assessment data from Fall 2006.</li> </ul>
<u>June 2008:</u>	<ul style="list-style-type: none"> <li>Conduct user studies for edited Online Library Orientation with students and library student workers; Seek feedback from selected UWF faculty and instructors.</li> </ul>
<u>July 2007:</u>	<ul style="list-style-type: none"> <li>Begin revising orientation based on user study results and faculty/instructor input.</li> </ul>
<u>August 2008:</u>	<ul style="list-style-type: none"> <li>Complete final revisions.</li> </ul>
<u>September 2008:</u>	<ul style="list-style-type: none"> <li>Launch updated Online Library Orientation tutorial Promote updated orientation with targeted courses and instructors.</li> <li>Administer pre-test to Student Life Skills students; compile results.</li> <li>Attain feedback from instructors for improvements.</li> <li>Obtain and analyze student quiz scores for improvements to content.</li> </ul>
<u>November/December 2008:</u>	<ul style="list-style-type: none"> <li>Gather and tabulate Online Library Orientation quiz data from students.</li> </ul>
<u>January 2009:</u>	<ul style="list-style-type: none"> <li>Analyze quiz data and draft report.</li> <li>Discuss and share quiz data with UWF Libraries faculty and Student Life Skills coordinators.</li> </ul>
<u>February 2009:</u>	<ul style="list-style-type: none"> <li>Draft changes for Online Library Orientation based on assessment results.</li> </ul>
<u>Spring 2009:</u>	<ul style="list-style-type: none"> <li>Complete Online Library Orientation upgrade. Discuss upgrades for other library online learning tools.</li> </ul>

## References

- Association of College and Research Libraries, (2006). *PRIMO: Peer-reviewed instructional materials online*. Accessed on April 11, 2007 at <http://www.ala.org/ala/acrlbucket/is/iscommittees/webpages/emergingtech/primo/index.htm>.
- Long, H. and Culshaw, J., (2005) *How we used demonstration authoring software to create tutorials*. *Computers in Libraries*, 25 (8), 6-8, 62-64.
- Rosenshine B. and Stevens, R., (1986). *Teaching functions*. In M.C. Wittrock (Ed.), *Handbook of Research on teaching* (3rd Ed.), pp. 376-391, New York: Macmillan.