

SEMLOL
Annual Fall Meeting Minutes
Engaging your Online Community: Library Services for Online Students
November 7, 2013
University of Michigan-Dearborn
Borg Auditorium

Introduction:

Bob Fraser, Associate Director of the Mardigian Library at the University of Michigan-Dearborn, welcomed SEMLOL to the Borg Auditorium. Joshua Neds-Fox, Coordinator for Digital Publishing at Wayne State University and SEMLOL Chair, then introduced the meeting topic and presented the order of the afternoon's events.

Fall Program Presentations:

Challenges & Successes in Planning & Servicing Online Programs

Debra M. Smith ax0275@wayne.edu (Instructional Designer, Online Programs)
Wayne State University

Debra discussed the challenges and successes of planning an online service. Their job is to influence what students are going to do to learn. Many faculty have had no formal training on how to influence student learning. Influencing student learning is comprised of three components: learning outcomes or objectives (what do we want them to learn?); activities (how do they learn it?); and assessment (how do we know they have learned it?).

In a Venn Diagram displaying people (both faculty and students), technology (including Blackboard), and resources (including the library), the common denominator is where learning occurs. In an online environment, these things can be a little more difficult to achieve.

Wayne State has many ways for students to access library information:

- Ask a Librarian
- Online video lessons
- Library You Tube video demonstrations
- Library pages specific to a course embedded in Blackboard

The challenge for online classrooms is bringing people and resources together. Challenges include technology breakdowns, loss of quality, and fear of the unknown (online classes and online research).

A forty year study showed that there is no significant difference between on-ground and online classrooms. The key is that the course must be well designed. To be successful, listen to faculty and students. Share information in a constructive way. And try it in a safe environment. Their biggest fear is technology.

Best practices are to keep it simple - instructions should be less than one page. Talk to faculty and students about managing time wisely, getting organized, and staying connected. And it's ok to make mistakes!

In answering questions, Debra spoke to how Wayne State handles training, how ID is brought into the picture, and how Blackboard Collaborate can be used. Students take technology classes to bring them up to speed on Blackboard; training for instructors is not mandated. When the Instructional Design team is invited for a curriculum review, they can help make the course Blackboard friendly. Debra talked a little about Blackboard Collaborate. All students (and the faculty member) have to be online at the same time. This doesn't negate why students choose to take online classes. Rather, they could use this tool to meet in groups, or perhaps the instructor could hold office hours with Blackboard Collaborate.

In closing, Debra stated that online is a tool. You need to have a small manageable sack of tools for faculty to master so that they are not overwhelmed. Have a variety of tools for faculty and students to choose from. Then train, show, and demonstrate how to use the tools.

Embedded Librarianship: Beyond the Books

Patrick Mullane patrick.mullane@baker.edu (Remote Services Librarian), Baker College Online

Patrick began by explaining that Baker College has eleven campus libraries. Online is a campus in itself and has its own library, made up of two librarians and one library assistant. The online "campus" has approximately 5,000 undergraduate and graduate students.

The online librarians collaborate with on-ground librarians on Ask Us (Lib Answers), Research Guides (Lib Guides), committees and visioning. The Baker system shares online resources and interloans books to each other.

Patrick showed the online library page which is actually a Lib Guide (<http://guides.baker.edu/olgradlib>). All of the resources available to on-ground students are also available to online students. The online library page is very robust with additional information.

Services that the online library provides to faculty and students includes access to online resources and databases, books and e-books, research support, research guides (Lib Guides), Ask Us (Lib Answers), APA Help (<http://guides.baker.edu/APAhelp>), and course embedding. Patrick himself is currently embedded in forty online classes. Embedding can mean simply providing handouts to the class; it can mean monitoring a discussion board forum and answering emails; or it can mean actively participating in the discussion board for a library assignment.

Patrick logged in to a Blackboard class and showed the group how the library is a tab within Blackboard. Also, every online class has a button on the side to access e-library; this button links directly to the online library page (<http://guides.baker.edu/olgradlib>).

The key to getting to the students is to reach the faculty (through the deans?) and use the *trickle down theory* to reach the students. Roughly half of the classes ask for help from the library and about ten percent of those students ask for help.

After Patrick's presentation, members were invited to enjoy the refreshments provided during the break.

Business Meeting

One of the advantages of SEMLOL full membership is that each member library is allowed one vote. Two options were on the table: a by-laws language change and a vote to accept new members.

Given an expanding interest in membership outside the operating areas delineated in our by-laws, SEMLOL proposed an expansion of operating area for the purpose of granting said membership interest. The Executive Board proposed the following language change to the by-laws:

EXISTING:

Article 2: AREA OF OPERATION

SEMLOL shall operate in the southeastern Michigan counties of Macomb, Monroe, Oakland, St. Clair, Washtenaw, and Wayne, and in Windsor, Ontario.

PROPOSED:

Article 2: AREA OF OPERATION

*SEMLOL shall operate in the southeastern Michigan counties of Macomb, Monroe, Oakland, St. Clair, Washtenaw, and Wayne, **and in the surrounding counties of Genesee, Hillsdale, Ingham, Jackson, Lapeer, Lenawee and Shiawassee**, and in Windsor, Ontario.*

Membership approved this change unanimously.

The Executive Board also asked the membership to consider the following full membership applications:

Kettering University (Flint)
Sladen Library at Henry Ford Hospital (Detroit)

Membership approved this change unanimously.

The floor was opened for sharing.

Towards Authentic Assessment in Online Tutorials

Bill Marino wmarino1@emich.edu (Online Learning Librarian), Eastern Michigan University

Bill began his discussion of assessment of online tutorials by stating that the presentation deals with small scale assessment. He then asked the audience what we assess and how we assess it. Is this the best method for our students going forward?

Effective assessment is a feedback loop. As students learn and give feedback, assignments are changed, thus completing the loop. Bloom and Bloom's Taxonomy were introduced.

Bloom's provides verbs and instructional strategies to target specific levels of learning. Learning objectives give focus to the content of lessons, express expectations, and provide the framework to build assessment. Rigor increases as you move up the Bloom's Taxonomy list.

Create
Evaluate
Analyze
Apply
Understand
Remember

Bill discussed each level and gave examples of types of assessments at each level. Sometimes we may teach at one level but assess at another (lower) level. It is important that we teach and assess at the same level. Multiple choice is easy to grade but not necessarily the best. It requires a shift in how we think. A multiple choice question can become mind mapping, a troubleshooting exercise, or so much more.

Authentic assessment adds content to the assessment. Students are asked to construct and analyze, instead of just remember and understand. It doesn't take a lot of software to incorporate authentic assessment into online tutorials. It requires a fundamental shift in how we think of assessment - from an add-on to the instructional object itself. Assessment should be considered in the development process of the assignment rather than as an afterthought. Authentic assessment can be a simulation (Guide on the Side); studies (Adventures of Jasper Woodbury); reflection/self-assessment; or have a social element (Google moderator; let students comment on Lib Guides). Bill gave several examples of the aforementioned assessments. EMU has one authentic assessment being used now. It is too soon for data.

The meeting adjourned at 3:56pm.

Submitted by: Michele M. Pratt
December 5, 2013