

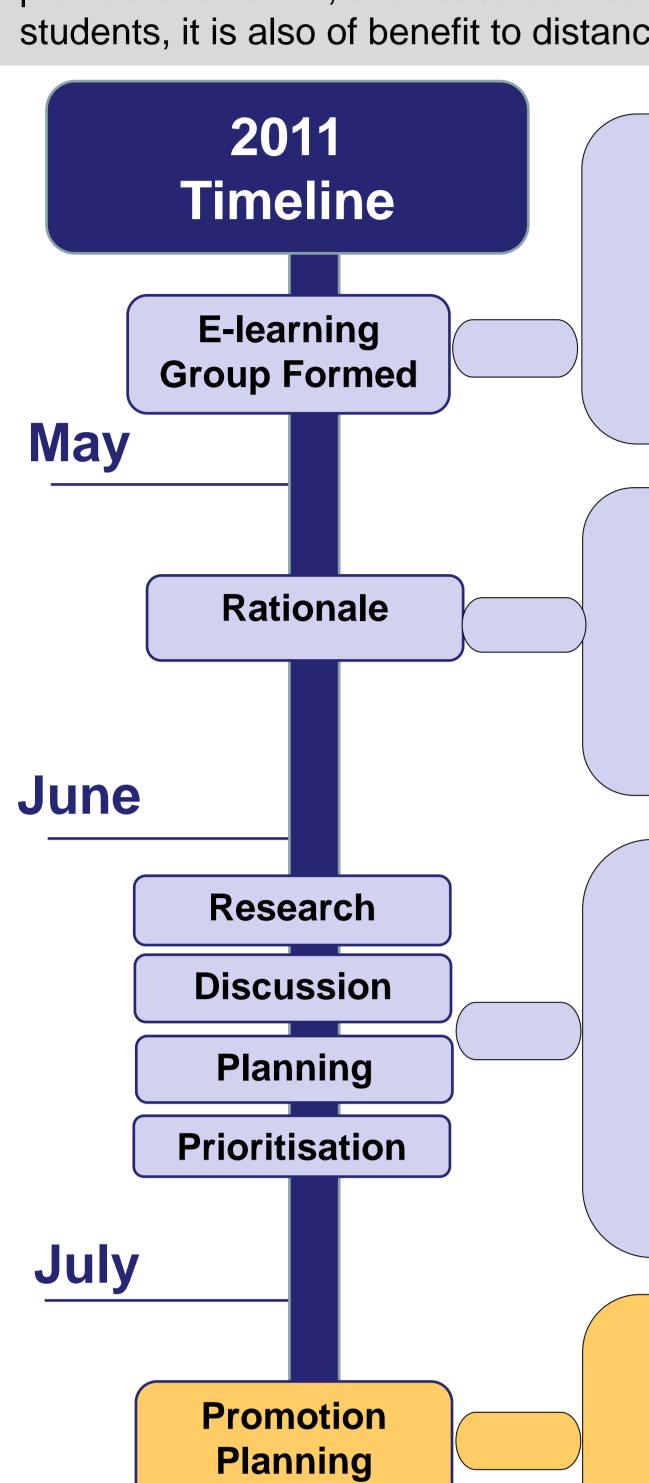
Supporting students through bite-sized electronic media at UCD Library



Susan Boyle, James Molloy and Gerard Walsh

http://www.youtube.com/watch?v=UdUQtUpRUoQ

E-learning products are gaining more support in the academic environment as library service enhancements. This poster details the process of designing a suite of e-learning tools to support student needs at University College Dublin. This library initiative was set up in the summer of 2011 and takes the form of videos and online tutorials aimed at supporting the basics of accessing information resources. The objective was to provide online support for students as they need it and from a space where they are most likely to use it. The videos and tutorials provide orientation, showcase our resources and services, and demonstrate how to navigate through the library and locate reading list materials. The content was initially aimed at new students, it is also of benefit to distance learners, adult learners, international students and CPD users.



Who

Developed for a diverse student population.

The e-learning initiative was developed by UCD Library e-learning group, comprised of staff from different units with a mix of grades, skills and experience. Collaboration with UCD Media Services and a graphic artist.

Input from library staff and students in filming.





Why

10% more students and 16% less library staff.

To progress UCD Library's strategy on e-learning. To provide support where and when it is needed.

To relieve pressure at information desks.

To provide additional solutions for queries.







What

Video bites

How to find a book -James Joyce Library & Health Sciences Library. Printing in UCD Library. UCD Library - 5 Libraries One Service.

Tutorial bites

Find items on your reading list. Find a book.

Find a chapter in a book. Find an electronic journal article. Can't find the electronic article? Find a print copy.



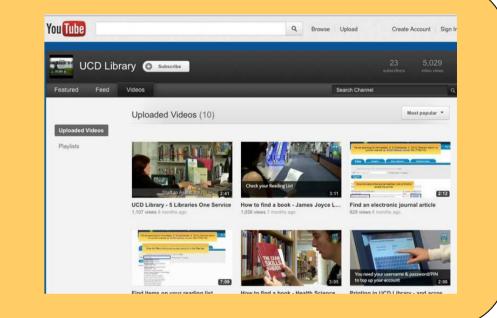


Where

UCD Library Website. Blackboard and plasma screens. YouTube channel. UCD mobile app. Library facebook and blogs.

Palgrave study skills pilot. Promoted to academic staff. Open days & conferences. International office. Library training sessions.





Filming Adobe Captivate & **Articulate Proofing**

Feedback

Reflection

August

September

How

Analysed library statistics.

Undertook research on best practice.

Linked outcomes to UCD library e-learning priorities. Designed project plan & timelines.

Created storyboards for e-learning content.

Carried out filming in library locations. Produced e-learning objects.







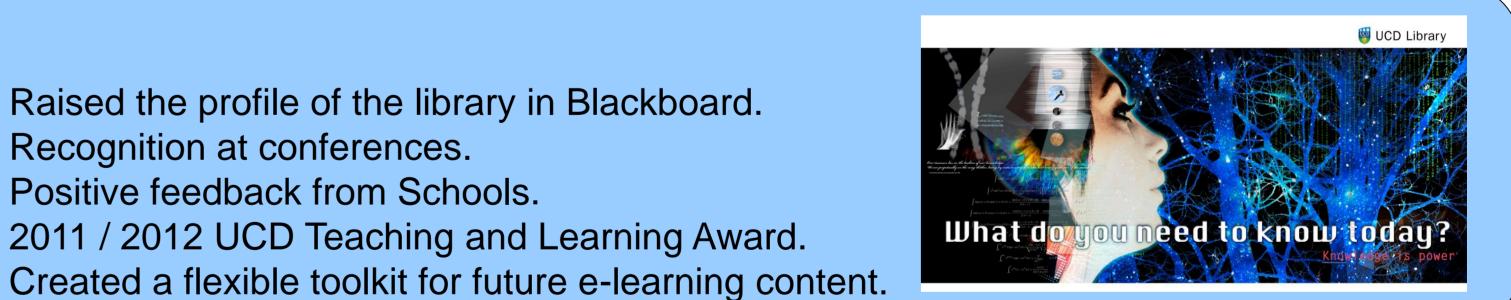
Positives and innovation

Low cost, high return.

Content created in tailored, bite-sized segments. Mural provided a professional, unified branded look. High level of YouTube hits.

Videos on UCD mobile app.

Raised the profile of the library in Blackboard. Recognition at conferences. Positive feedback from Schools. 2011 / 2012 UCD Teaching and Learning Award.



Challenges

No voiceover on tutorials.

Editing and re-editing tutorials and videos slowed production progress.

Future proofing in a time of organisational change and website redesign.

Music selection was time consuming and costly. Keeping content up to date. Steep learning curve.

Limited software licences caused production time delays.



Future Plans Deadline &

Updating & Future Projects

Launch

Lessons learned

More software licences are needed. Carry out filming during term time when campus is much busier.

Detailed editing better at the storyboard stage. Incorporate content into a toolkit approach to e-learning.

Next steps

Create a new website page to showcase the suite of e-learning content.

Develop content with the future in mind. Plan for feedback from staff and students and evaluation.

Horizon scan for new e-learning objects.



Conclusion

This poster has looked at the initial stages of developing an e-learning strategy in UCD Library. With the first year complete, a solid foundation has been put in place to facilitate future developments to enable e-learning material to evolve over time. There has been a very positive response to the content by University staff and students with over 5,000 hits within six months. However, there are still lessons to be learned; content must be relevant, easily accessible and up-to-date. A team based approach has meant that we have acquired many new skills which can now be cascaded throughout the group. Maintaining a momentum is vital to keep the project fresh and incorporate new ideas. Continuing to work with our academic colleagues, horizon scanning and listening to feedback from our users will help shape future e-learning content. This project has demonstrated, that while working with a limited budget, and resources, high level content can be developed using the creativity, experience and professionalism of library staff.