

# E-nabling the Library for Online Learning

## . Introduction

- E-learning coordinator role not typical
- Unpaddled waters
- (image)
- Library Strategy
  - Make electronic information easier to locate and use
  - Lead the development of information research and learning skills throughout the University
  - Review and improve services
  - Improve staff capability to respond to a changing environment
  - Improve communication strategies
- Practical working and educational approaches
  - (image)

## Learning

- Watson
  - "Give me a dozen healthy infants, well-formed, and my own specified world to bring them up in and I'll guarantee to take any one at random and train him to become any type of specialist I might select--doctor, lawyer, artist, merchant-chief, and, yes, even beggar-man and thief, regardless of his talents, penchants, tendencies, abilities, vocations, and race of his ancestor." (Watson 1970: 104)

## Identify what is going on

- (image)
  - (image)
    - (image)
      - Behaviorist
        - Drill and practise
        - Benefits - shoes

## Chomsky

- Cognitivist
- Went or goed?

## Different Goals

- (image)

## Experimenting/Exploring

- (image)

## Bee's Eyeview

- (image)
  - (image)

## Big Picture

- (image)
  - Different Viewpoint
    - (image)

## Partnerships

- (image)
  - Constructivist

## Problem Solvers

- (image)

## • + What are the E-nablers?

- First ask what are the demands?

Multiple units x Multiple staff

+ Multiple teaching approaches

x Multiple student contexts

+ Resource restrictions

▪ =

- Practical decisions

## Collaboration

- 3 Amigos
  - Information Literacy Librarian and Learning Skills Manager
- Librarians
- Learning Skills Advisers
- (image)

## Discussion

- (image)

## Activity/Actions/Tasks

- (image)

## Ideas/Thoughts/Knowledge/Different Viewpoints

- (image)

## Tool/Common Ground

- (image)

## Guidance

- (image)

# • E-Learning Framework

- Practical approach
  - Aim: Develop design principles
  - Formative evaluation
  - Analysis of practical problems
  - Development of solutions - appropriate theory to guide development
  - Evaluation and testing
  - Documentation of process
  - Example
- Development approach
  - 3 Types of content
    - Standalone modules/tutorials/simulations

- [~ http://www.lib.monash.edu.au/learning-objects/e-modules/matheson-arts-orientation/emod-matheson-arts-orientation-2010.htm](http://www.lib.monash.edu.au/learning-objects/e-modules/matheson-arts-orientation/emod-matheson-arts-orientation-2010.htm)
    - Online collaborative learning
    - Blended learning
- Develop capacity
  - Training
  - Tools and standards
    - Multimedia Templates
      - Buttons
        - (image)
      - Captivate Guide Me
        - (image)
    - Storyboards
      - (image)
      - (image)
  - Consultation
- Develop content
  - Online tutorials page
    - [~ http://lib.monash.edu/tutorials/](http://lib.monash.edu/tutorials/)
  - Student Learning Objects Repository Website
    - [~ http://lib.monash.edu/learning-objects/](http://lib.monash.edu/learning-objects/)
  - Learning environments
    - Eg Blackboard, Moodle, Second Life
  - Language and learning online website
    - [~ http://www.monash.edu.au/lls/llonline/](http://www.monash.edu.au/lls/llonline/)
  - Help function
    - Eg Document delivery
  - Communications
    - Eg Showcase/Vodcast
- Explore tools and learning environments
  - Presentation tools/platforms
    - Eg Library website, LibGuides
  - Development tools
    - Eg Captivate, Dreamweaver
  - Hosting/Repository tools

- (image)
- Thinking and learning tools
  - Eg Freemind, QSR NVivo
- Teaching tools
  - Eg LAN School
- Learning environments
  - Eg Blackboard, Moodle, Google Apps

## Conclusion

- Hard Work Video
- Library Strategy
  - Make electronic information easier to locate and use
    - Eg LibGuides, Simulations and search strategies

Lead the development of information research and learning skills throughout the University

- Facilitate effective information research and learning skills teaching methods

Explore opportunities for the application of e-learning strategies to maximise the quality of student learning

Develop and implement a repository for learning materials and objects

- Eg Equella
- Learning Objects web page

Involvement in the LMS Futures Group

Review and improve services

- Incorporate recommendations from the Usability Study into services
  - Eg Software simulations
- Help Function

Improve staff capability to respond to a changing environment

- Workshops, collaboration, provide templates and tools

Improve communication strategies

- Email groups, Blogs, website