

## Workshop

# Online information literacy e-learning modules from the OIL project: Project background, module use, and adaptation for use in new contexts

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**Dawn Coburn**

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**Length** Full day

**Objectives** The workshop is based on the outcomes of the *e-CDF<sup>i</sup> 423 Information Literacy e-Learning Modules* project, funded by the Tertiary Education Commission in New Zealand. The aim of this 2-year project is to develop a range of on-line modules, predicated on the ANZIIL standards of information literacy (Bundy, 2004<sup>ii</sup>), and amenable to adaptation and use in a range of contexts. The project was conceived to address four main areas in the tertiary sector associated with information literacy<sup>iii</sup> learning:

- Barriers to tertiary study which can occur as a result of poor information literacy skills and the diverse needs of marginalised, mature and distance students.
- A shortage of high quality online information literacy modules which are reusable, portable and have pedagogical flexibility.
- A need for professional development opportunities for staff in the area of information literacy.
- A tertiary sector requirement for centrally maintained and managed, standards-conformant, online resources in this important foundation field.

By the end of the workshop, it is intended that participants will be able to:

- discuss information literacy needs and practices in tertiary settings,
- identify and use interactive online resources to support information literacy in the tertiary sector,
- explain models and elements of design for interactive learning systems,
- access and critique the project online information literacy modules,
- discuss factors associated with reusability of online resources,
- understand an approach to customising existing online information literacy modules,
- create new resources for online learning using the online information literacy modules and an adapted open source content management system (Magnolia),
- identify and discuss some processes associated with evaluation research.

**Intended audience**

The workshop is suitable for a wide range of staff in the tertiary sector, both beginners and more advanced practitioners: educational designers and programme developers, academic staff, librarians, technical staff. It is open to all conference attendees who have an interest in exploring innovative resources to support information literacy, and would like to experience first hand an easy to use editor for online resource development. The modules can be used in a range of learning settings: blended, fully online or face-to-face.

## Facilitators

**Bronwyn Hegarty** - MSc (Dist), BSc (Hons), Diploma of Teaching (Tertiary), Graduate Certificate in Clinical Teaching, RGON.

Bronwyn has been teaching online and developing resources for the online environment for ten years. She currently works in the area of educational development at Otago Polytechnic. Bronwyn's role is to assist academic staff with the design and development of online courses, as well as to support them as they learn to become online facilitators. In the eCDF *Information Literacy e-Learning Modules* project, Bronwyn has been part of a team designing and developing content for the modules, and also oversees evaluation of the modules. Bronwyn is also a Doctorate candidate with the University of Wollongong investigating how a reflective framework may be used to help professionals develop skills of reflective practice, and evidence which may be suitable for inclusion in an electronic portfolio. Bronwyn's blog: <http://bahtings.blogspot.com>

**Jenny McDonald** – MB.ChB, Dip.Grad.

Jenny has managed many major educational resource development projects in the last 7 years and directs the work of Educational Media, Higher Education Development Centre, at the University of Otago. A key part of her role involves working with academic staff to develop and evaluate e-learning projects and liaising with the Educational Media production team. In the eCDF *Information Literacy e-Learning Modules* project, Jenny has been part of the design, development and evaluation teams, and is also the project manager.

**Dawn Coburn** - MA, BA, Dip Soc Sci Computer Science, Dip Teaching.

Dawn has a teaching background and she has been working in what is now called e-Learning for the last eleven years; firstly in an area school and latterly at Dunedin College of Education. Dawn's role at the college currently includes; across the curriculum ICT liaison, delivering a multimedia course, staff support for online learning, digital resource development and collaborating in the eCDF project.

## Details of activities

### Part One

The facilitators will provide an overview of the project, and will demonstrate the project site and resources.

- **Activity:** Pair and group discussion about information literacy needs and practices in their organisations, and the information literacy needs for tertiary teaching and learning.

### Part Two

The facilitators will explain the models and elements of design which have been included in the OIL modules.

- **Activity:** Group discussion about design principles for engagement and learning.

### Part Three

Hands on use of OIL modules

- **Activity:** Participants will spend time exploring some of the online information literacy (OIL) modules.
- **Activity:** Participants will critique the modules using an evaluation questionnaire.

### Part Four

There will be an overview of factors associated with the reusability of online learning resources, and a demonstration of the open source content management system (CMS) used for creating the modules.

- **Activity:** Hands on use of the CMS and customisation of modules selected by participants

## Part Five

An overview of the evaluation and research processes used in the project.

- **Activity:** Group discussion about participants' experiences with prototype evaluation processes – usability, expert review, formative and summative evaluation.

**References** Project website: <http://oil.otago.ac.nz>. The five completed modules and the following publications can be viewed there.

Keen, D., Ritson-Jones, W., Coburn, D. Hegarty, B. & McDonald, J. (2006). Real Use Research Evaluation Report For Module One – Essay Writing, eCDF 423 Information Literacy eLearning Modules Project. University of Otago: Ministry of Education.

Hegarty, B., (2005). Analysis and Evaluation Group. Evaluation Report Essay Writing - Usability of Prototype Results for Information Literacy e-Learning Modules - Reusable and Portable across a College of Education, a Polytechnic and a University. University of Otago and Tertiary Education Commission. Available at: <http://oil.otago.ac.nz>

Hegarty, B., Coburn, D. & Darling, V. (2005). Needs analysis report for information literacy eLearning modules project. University of Otago and Tertiary Education Commission. Available at: <http://oil.otago.ac.nz>

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<sup>i</sup> eLearning Collaborative Development Fund - Tertiary Education Commission

<sup>ii</sup> (ed.) Australian and New Zealand Information Literacy Framework, *principles, standards and practice*. 2<sup>nd</sup> edition. Adelaide: Australian and New Zealand Institute for Information Literacy (ANZIIL).

<sup>iii</sup> Information literacy is a set of abilities requiring individuals to recognize when information is needed and have the ability to locate, evaluate, and use effectively as needed (ALA, 2006).