

# INFORMATION LITERACY ASSESSMENT



**PRESENTED BY SOPHIE BURY**

**Business Librarian/Information Literacy Librarian**

**YORK UNIVERSITY LIBRARIES, TORONTO, ONTARIO**  
**[SBURY@YORKU.CA](mailto:SBURY@YORKU.CA)**

# Session Outline

1. Introduction

Assessment as an integral component in an iterative cyclical process.

2. Needs assessment analysis – Determining instructional needs.

3. Methods of Assessment.

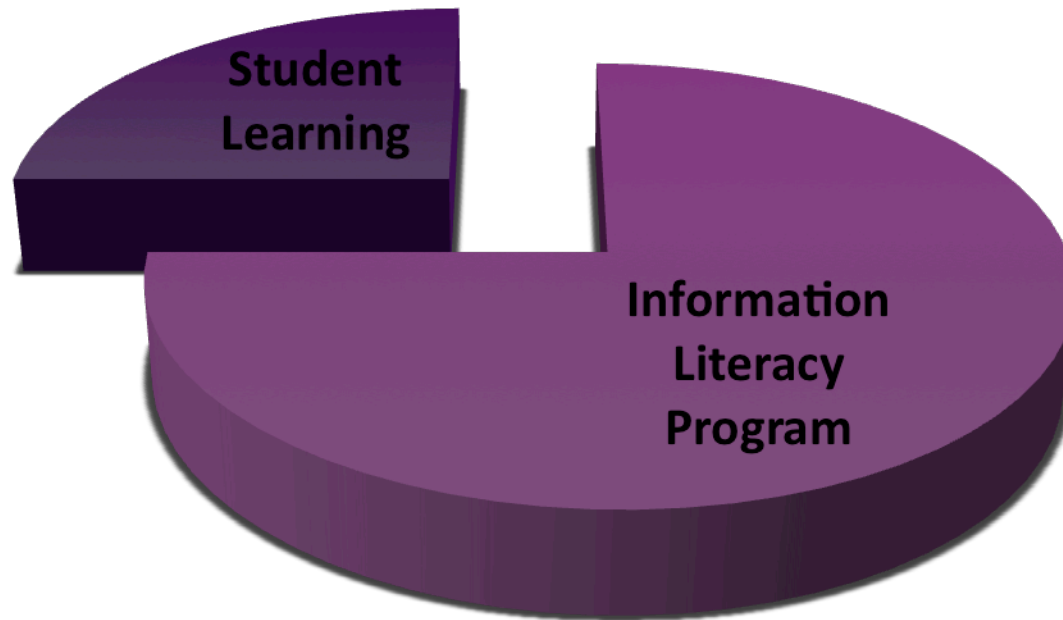
1. Assessing individual instruction practice.
2. Assessing success of an overall IL program.



# Introduction



# Assessment Plan: Student learning one indicator within the whole



Source: Association of College and Research Libraries. *Information Literacy Immersion Institute. Assessment Track*. Nashville. December 2009.

# Assessment: Element in an holistic, cyclical, iterative process

- Based on your own experience can you identify examples of how thinking of assessment in these terms is useful.

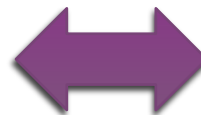
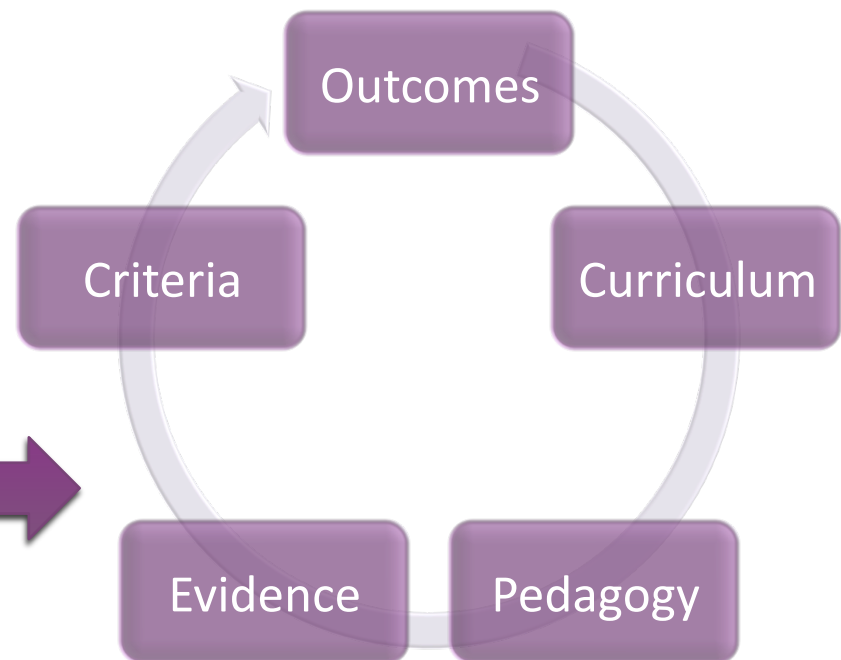


# Outcomes Assessment Plan

## Program



## Student Learning



Source: Association of College and Research Libraries. *Information Literacy Immersion Institute. Assessment Track*. Nashville. December 2009.



# Needs Assessment Analysis

Determining Instructional Needs



# Needs assessment analysis and rolling out an IL plan

- Determining IL-related needs of students, faculty and other relevant stakeholders.
- Tools employed at York University to date:
  - Survey & focus groups with graduate students.
  - Use of standardized testing tool: SAILS.
    - York used it to determine where skills of undergraduates were at early point in IL planning.
- Critical Reflection
  - Purpose and design of tools.
  - Lessons learned including strengths and limitations of these approaches.



# Survey & Focus Groups at York University Graduate Students (2005 & 2007)

- Goal of gathering information about:
  - Research habits
  - Awareness / experiences / perceptions
    - IL services – delivered in-person and online.
  - Recommendations and advice on how IL services should be enhanced at York.

# Frequency of research activities

4. When you have a topic to research, how often do you typically do the following activities in the process of your research?

	always	often	sometimes	rarely	never	N/A	Rating Average	Response Count
Research via the Internet (ie. Google)	55.5% (116)	25.8% (54)	15.8% (33)	2.4% (5)	0.5% (1)	0.0% (0)	1.67	209
Research via a library or archives (including library databases or library website)	69.4% (145)	19.1% (40)	9.1% (19)	1.9% (4)	0.5% (1)	0.0% (0)	1.45	209
Read material assigned by professor (either in class or in course outline)	58.4% (122)	29.7% (62)	6.2% (13)	2.4% (5)	0.5% (1)	2.9% (6)	1.53	209
Read material suggested by other students or by professor outside of class	20.6% (43)	44.5% (93)	24.4% (51)	7.7% (16)	2.4% (5)	0.5% (1)	2.26	209
Begin drafting paper, report or presentation	41.1% (86)	30.1% (63)	20.6% (43)	4.3% (9)	2.4% (5)	1.4% (3)	1.95	209
Discuss material or subject with professor outside of class or with other students	22.0% (46)	40.2% (84)	26.8% (56)	9.6% (20)	1.4% (3)	0.0% (0)	2.28	209
Discuss material or subject with librarians	2.9% (6)	4.3% (9)	14.8% (31)	46.4% (97)	31.1% (65)	0.5% (1)	3.99	209
							<i>answered question</i>	209
							<i>skipped question</i>	6

# Usage of library services

7. Which services do you typically use when you research? (Please check all that apply.)

	Response Percent	Response Count
Reference Desk (aka. Research Questions Desk)	32.5%	68
Virtual (chat) reference	8.1%	17
Email reference	5.7%	12
Phone reference	2.4%	5
Consultation with a subject specialist librarian	14.4%	30
Online guides and tutorials	28.2%	59
Library study space	46.9%	98
None of the above	15.3%	32
Other (please specify)	13.9%	29
<i>answered question</i>		209
<i>skipped question</i>		6

# Research - Professor input

- “Professors do not give a lot of guidance on approaching research”
  - Faculty *quite often expect them to have skills already*
    - Students say they lack skills
  - Or *to expect them to know how to teach themselves*
    - Any guidance given involves:
      - specific journals/ authors/ references
      - resources relevant to specific research projects/ tasks
  - No guidance on
    - searching / finding relevant library resources / services

# Challenges with research

- Focusing the search – frustrations
  - Challenges of navigating the Library web site
  - Lack of awareness of:
    - Web-based subject research guides
      - Especially Science and Business
    - Relevant databases for their discipline
      - Especially Science and Business
  - Unfocused results / too much reading
  - Multiple database interfaces “we waste too much time when we don’t know the tricks” and need
    - Time-saving shortcuts
    - Effective search tips

## Graduate students -Important issues

- How to research and write papers:
  - Changed expectations in graduate programs
  - Guidance needed to meet expectations
  - Better access to online writing guides
- How to make effective presentations (including conference presentations).
- How to submit papers for publication and conferences.
- Grant writing.
- Campus-wide collaborations with relevant learning support services: [Writing centres, Faculty of Graduate Studies](#)

# New Services

## Workshops

More ▶

- [Mar 2: Got a Paper? Research Strategies and the Writing Process \(Learning Commons\), 2:30pm-4:30pm](#)
- [Mar 5: Steacie Advanced Research: Ovid Medline and CINAHL, 11am-11:45am](#)
- [Mar 12: Steacie: Get Organized With RefWorks, 11am-11:45am](#)

Learning Commons Partnership has led to workshops which focus on research and writing process.

## Graduate Student Library Guide

Complete overhaul – new online guides developed.

## FGS Journal Publication Session

When: Thursday, March 11, 2:30-4:30pm  
Where: York Lanes 280N (Second floor of York Lanes)  
Who: All graduate students

The format will be a panel discussion with plenty of time for questions and answers. The panel will include multiple perspectives, including that of: a Graduate Program Director, an Editor of a journal, as well as library staff and intellectual property/copyright specialists.

New workshops in partnership with Faculty of Graduate Studies. Librarians speak to issues of author rights and copyright.

# SAILS : Definition/History

## **Standardized assessment (using testing) of information literacy skills (SAILS)**

- Developed by Kent State University Library and endorsed by Association of Research Libraries. \$3.00 per student (capped at \$2,000).
- Measures ACRL IL Standards 1 ,2, 3, 5. Paper or online, multiple-choice. 45 questions generated randomly from larger pool of questions, 35 minutes to complete.
- Intended for cohort testing only.



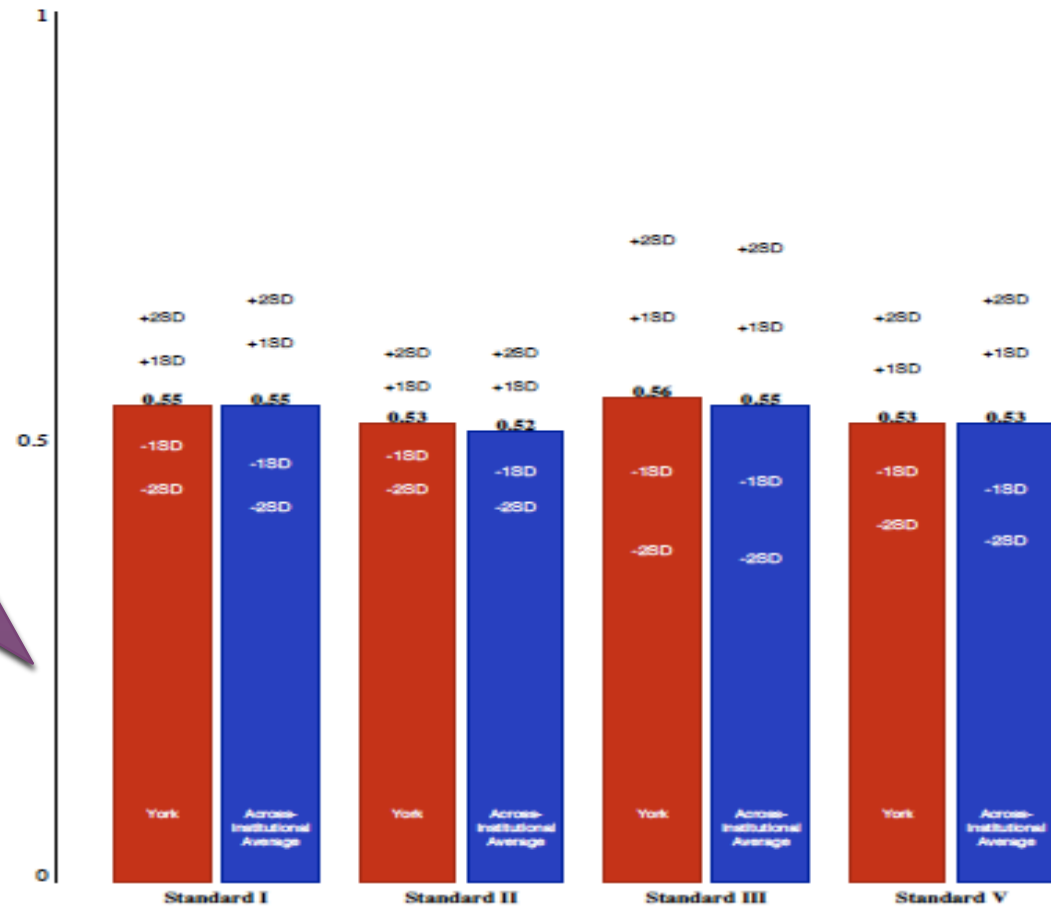
# SAILS at York University Libraries

- York participated in Phase III of SAILS (2005) along with 67 North American institutions.
- 276 participants.
- Provided data on York student performance:
  - Overall.
  - In context of ACRL standards 1, 2, 3 & 5.
  - At the level of individual skill sets (SAILS defined 12 of these)
  - At the level of individual items or questions
    - On request Kent State provided this data to participating libraries.
- Allowed York to compare itself to other institutions.

**Figure 1. Student Performance by Standard - Bar Chart**

Figure 1 is a bar chart that compares the average student performance at your institution to the across-institutional-average performance on four standards. On the left side of the chart (vertical axis), the scale ranges from 0 to 1 and essentially indicates difficulty level of the items that comprise each standard. Each bar represents the placement of the average student, with one bar for your institution and one bar for the across-institutional average. The mean difficulty for each bar is reported at the top of the bar as a number. Standard deviations from the mean are indicated by 1SD and 2SD. Differences between bars that are within one standard deviation may be due to chance and should not be interpreted as significant.

York's performance for each ACRL Standard (1,2,3, 5) compared with cross-institutional average



Student Performance by Standard



# SAILS: Twelve Skill Sets

1. **Developing a Research Strategy**
2. **Scholarly Communication/Structure of Disciplines**
3. **Identifying and Distinguishing Among Types of Sources**
4. **Selecting Finding Tools**
5. **Selecting Search Terms**
6. **Constructing the Search**
7. **Understanding Information Retrieval Systems**
8. **Evaluating and Revising Search Results**
9. **Retrieving Sources**
10. **Evaluating and Selecting Sources**
11. **Documenting Sources**
12. **Economic, Legal and Social Issues**

# Skill Set 6: Constructing the Search

1

Difficult Items

2s 56

250

24

251b

108 39

167

1s

154a

21

249

247 253

York Average - 0.56

Across-Institutional Average - 0.54

0.5

M

154c 251d 203 59

15b 251a 252c

15g

154d 8

154e

163

16f

154b

251c

252c

218

252d 32

15d

15e 246

15c

252a

1s

0

# Author Searching

US/CAN 7 If you want to find books that Charlotte Bronte wrote, which search would you do?

Choose only one answer

a) Author: bronte

Score: .24  
High Level of Competency

# Subject Searching

**US/CAN 21. If you wanted to find books about the American poet Maya Angelou, which search would you do?**

**Choose only one answer.**

**Score: .59  
Mid-Level  
Competency**

b) Subject: angelou

# Use of Boolean “Or” Operator

US/CAN 39 If you wanted to search for a topic that has several synonyms (for example - young, people, adolescents, teenagers, teens), which operator would you use?

Choose only one answer

Score: .67  
Low Level  
Competency

e) Or

# SAILS: Conclusions

- Identified areas of strengths and weaknesses in terms of undergraduate IL skills .
  - Shared at retreat with instructional librarians with goal of informing teaching practice.
- Allowed comparison of York vis-à-vis other schools.
- Leverage when advocating need for IL instruction among undergraduates at York.
- Can only be one instrument in a suite of assessment tools.
- Has limitations associated with fixed choice testing.





# Methods of Assessment

Individual Instruction Practice



# Assessment & Instructional Practice

“The quality of student learning is directly, although not exclusively related to the quality of teaching. Therefore, one of the most promising ways to improve learning is to improve teaching.”

- Thomas Angelo

# Assessing effectiveness of instructional practice: Examples of tools & strategies at work.

## Methods & Strategies

- Questionnaires
- Testing
  - Clicker technology and mini-quizzes during class.
  - Pre-tests/Post-tests
- Performance-based assessments/authentic assessment approaches.

## Critical reflection

- Purpose, content and design of tools.
- Lessons learned including strengths and limitations of these approaches.

# Questionnaires

- As an assessment tool fits in self-report category
  - Students estimate their learning, the value/quality of the instructional session, the performance of the teacher
- Does not provide data on actual learning which has taken place.

# Questionnaires: Question Design

- Include a combination of closed-ended and open-ended questions to generate:
  - Data which you can quantify/chart/graph
  - Data which is descriptive and comments-based.
- Include questions which get at:
  - Quality of session overall.
  - Teacher performance.
  - Student impressions of what they've learned.
  - Students self-reporting on how their library use or information habits have changed as a result of session.
- Keep survey short.
- Always have an other comments option.

# May be used to address teacher attributes/effectiveness

## Evaluation of the Librarian

Please indicate your rating of the librarian who taught this workshop on a scale of poor to excellent for each of the following items:

4. Clearly articulated the goals of the library instruction:

1. Poor  2. Fair  3. Good  4. Very Good  5. Excellent

5. Demonstrated a good knowledge of the subject matter:

1. Poor  2. Fair  3. Good  4. Very Good  5. Excellent

6. Communicated and organized ideas and concepts clearly:

1. Poor  2. Fair  3. Good  4. Very Good  5. Excellent

7. Encouraged questions and participation (where appropriate):

1. Poor  2. Fair  3. Good  4. Very Good  5. Excellent

8. Held my interest

1. Poor  2. Fair  3. Good  4. Very Good  5. Excellent

9. Used instructional aids (e.g. the handouts, Powerpoint, videos, web-based tools etc.) effectively when presenting the workshop:

1. Poor  2. Fair  3. Good  4. Very Good  5. Excellent

# May be used to address the quality of the session in general

## Evaluation of the Library Instruction Session

2. Overall, I learned a great deal from this workshop:

1. Strongly Disagree  2. Disagree  3. Neither agree nor disagree  4. Agree  5. Strongly Agree

3. The quantity of material covered in this workshop was about right:

1. Strongly Disagree  2. Disagree  3. Neither agree nor disagree  4. Agree  5. Strongly Agree

10. What I found most useful about this session was:

11. I would have liked to learn more about:

12. What could be done to ensure a better session next time?

May be used to gauge student impressions of how much they have learned

8. The best thing I learned in the Library research sessions was:

9. I would have liked to learn more about:



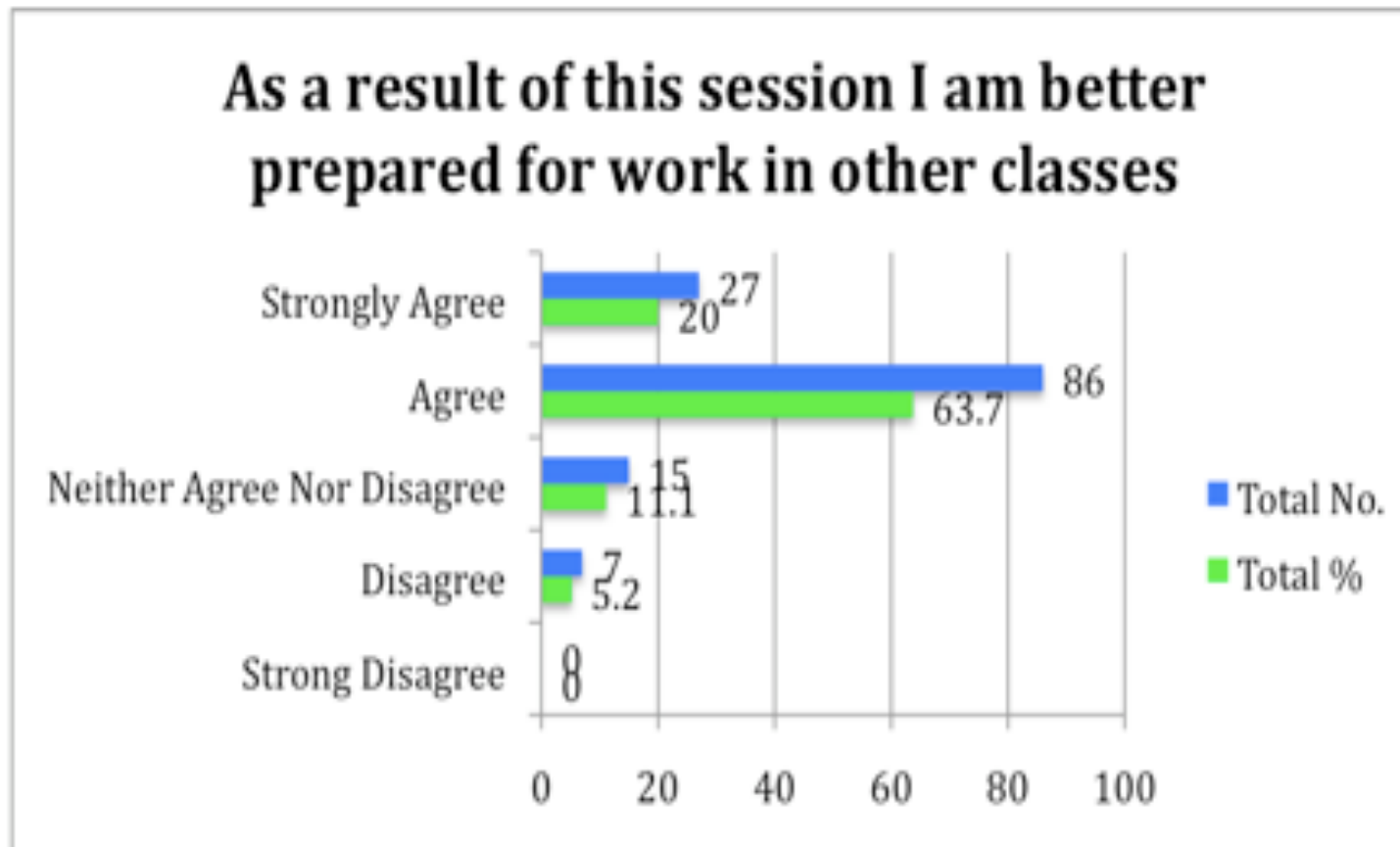
# May be used to ask students how library use/information habits have changed

Please comment on whether there has been a change in your use of the following sources of information for you research as a result of your having participated in the library research sessions.

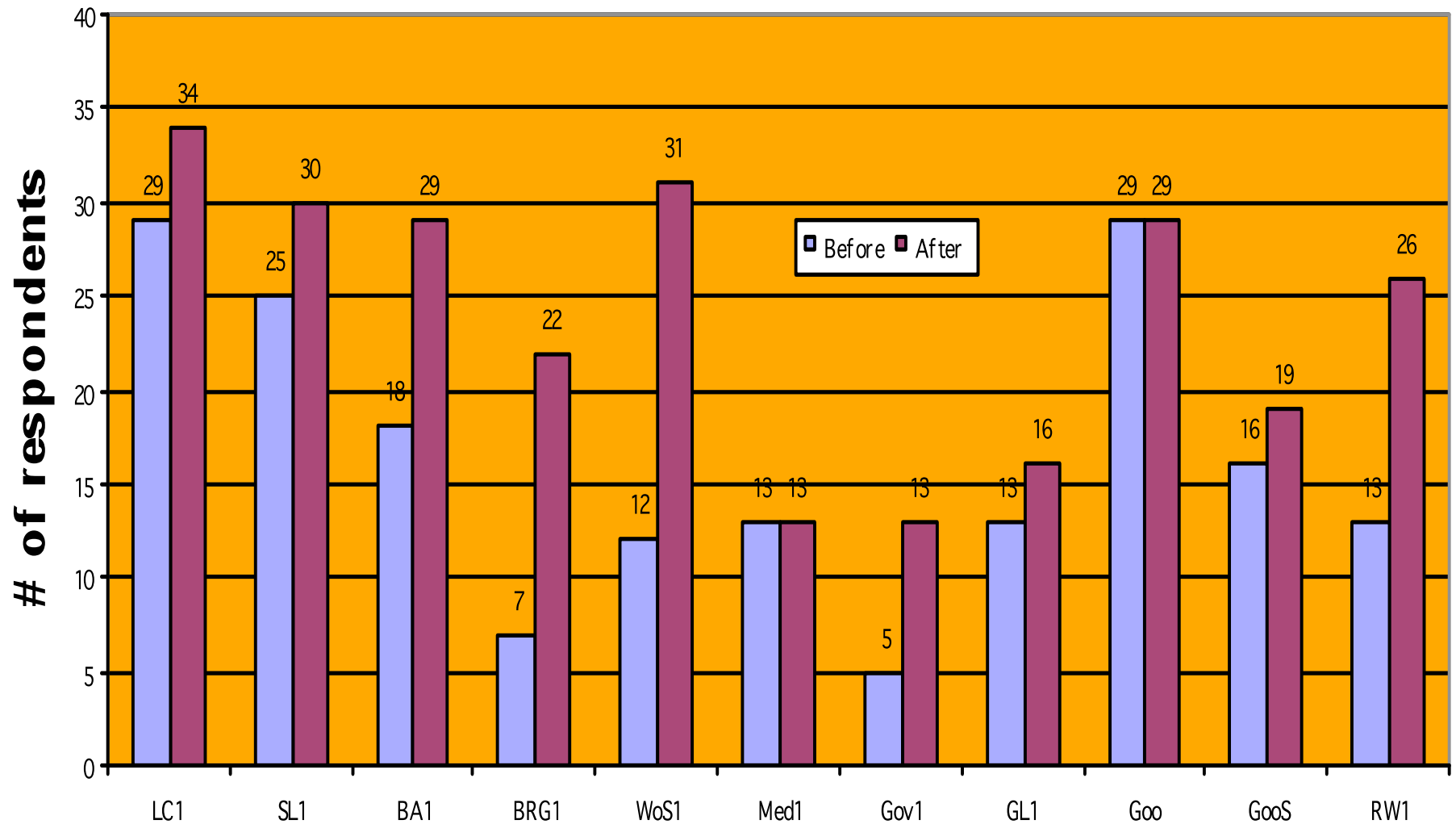
- Library Catalogue
  - Did you use it before the library sessions? Yes No
  - Are you using it now? Yes No
  - How useful do you find it as a resource?  
not useful 1.....2.....3.....4.....5 very useful
- Steacie Library website
  - Did you use it before the library sessions? Yes No
  - Are you using it now? Yes No
  - How useful do you find it as a resource?  
not useful 1.....2.....3.....4.....5 very useful
- Biological Abstracts
  - Did you use it before the library sessions? Yes No
  - Are you using it now? Yes No
  - How useful do you find it as a resource?  
not useful 1.....2.....3.....4.....5 very useful
- Biology Research Guide
  - Did you use it before the library sessions? Yes No
  - Are you using it now? Yes No
  - How useful do you find it as a resource?  
not useful 1.....2.....3.....4.....5 very useful

# Results reveal the good...

Session evaluations 1<sup>st</sup> year business course, York University, Winter Term 2009



## Effect of sessions on resource selection



Biology 3100 Course:  
Integration of Multiple IL Sessions  
and Assignments Fall 2007

**Resource**

# And areas for improvement

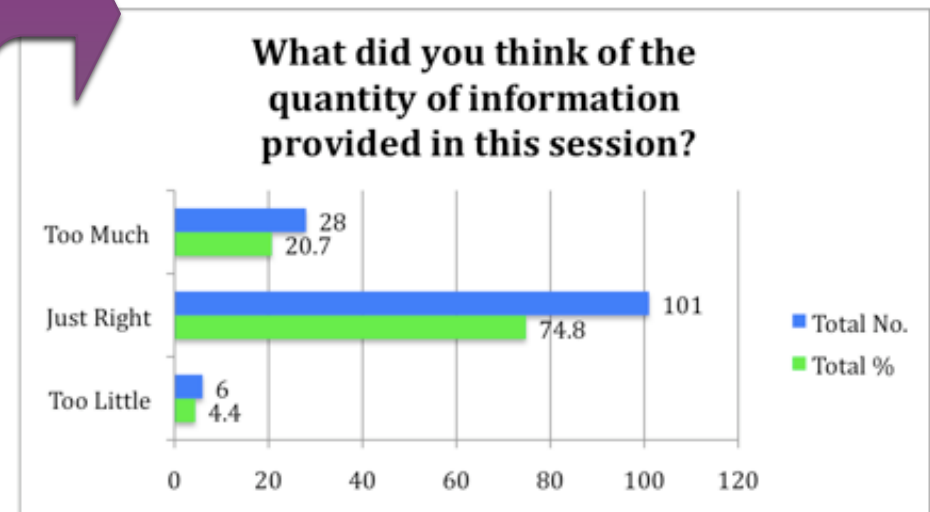
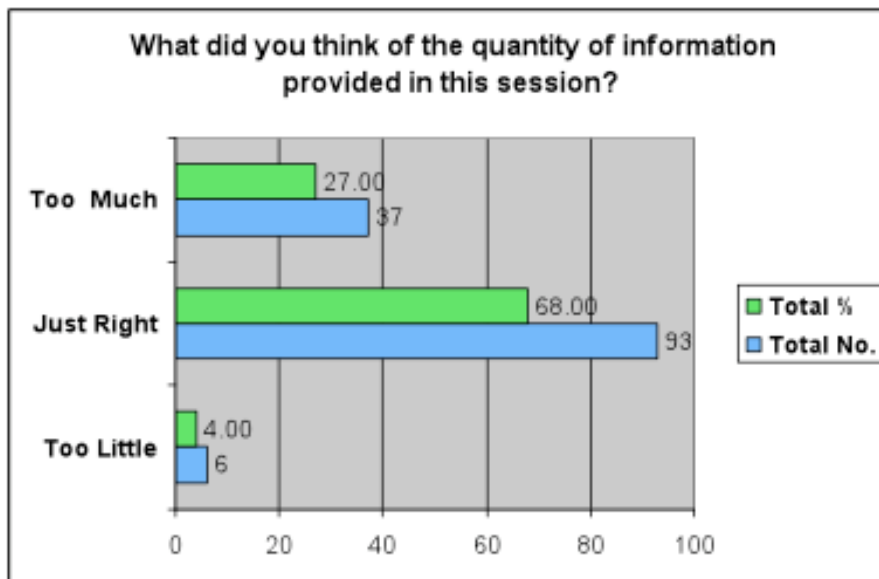
Session evaluations 1<sup>st</sup> year business course, York University

Fall 2008

“it was a lot of info to digest at one time”.

But this data informed positive change

Winter Term 2009



# And areas for improvement

Session evaluations 1<sup>st</sup> year business course, York University

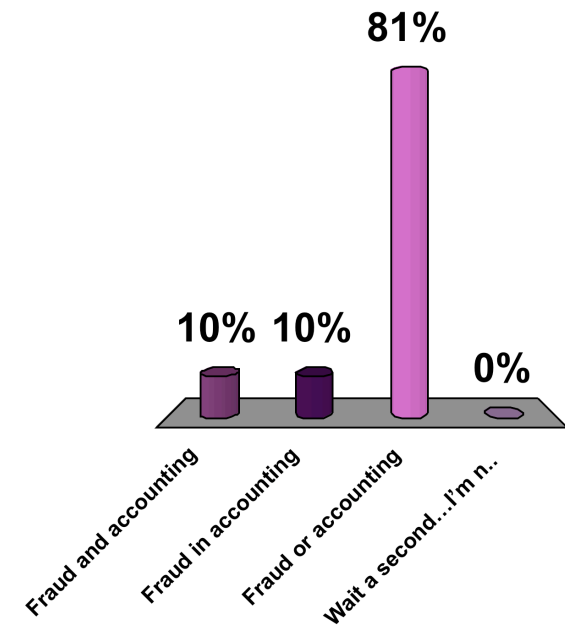
- **Students said they wanted sessions to be more interactive than they were.**
- **Librarians responded by introducing clicker technology** or a classroom response system in Fall 2008.
- Clicker technology can be used to:
  - Heighten student participation and engagement where anonymity is protected.
  - To promote collaborative learning/peer learning.
  - To facilitate feedback for the professor about student understanding.
  - To promote discussions in class.

## Clickers in action: An example

CHOOSE ONLY ONE ANSWER

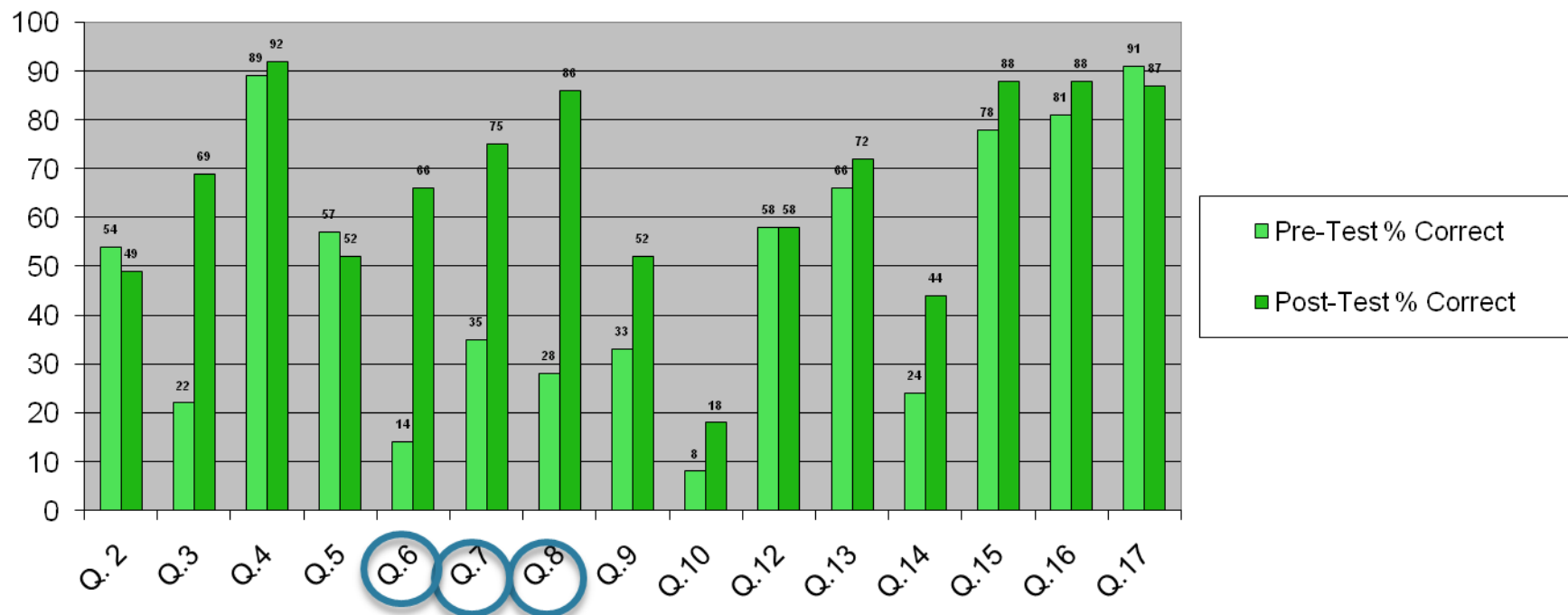
When searching the library catalogue, which search string will find the MOST records?

- a) Fraud and accounting
- b) Fraud in accounting
- ✓ c) Fraud or accounting
- d) Wait a second...I'm not sure



# Gauging retention of concepts taught using clickers: Role of post-test

MGMT1040 Fall Term 2008 Pre-Test Post-Test Comparison Chart



Questions reinforced using clickers

# Concepts where reinforcement with clickers appears to make a difference

- Question 6: How to find a journal article online when given an article citation

Pre-Test: 14%      Post-Test: 66%

- Question 7: Knowing that OR broadens search results

Pre-Test: 35%      Post-Test: 75%

- Question 8: Appropriate use of truncation

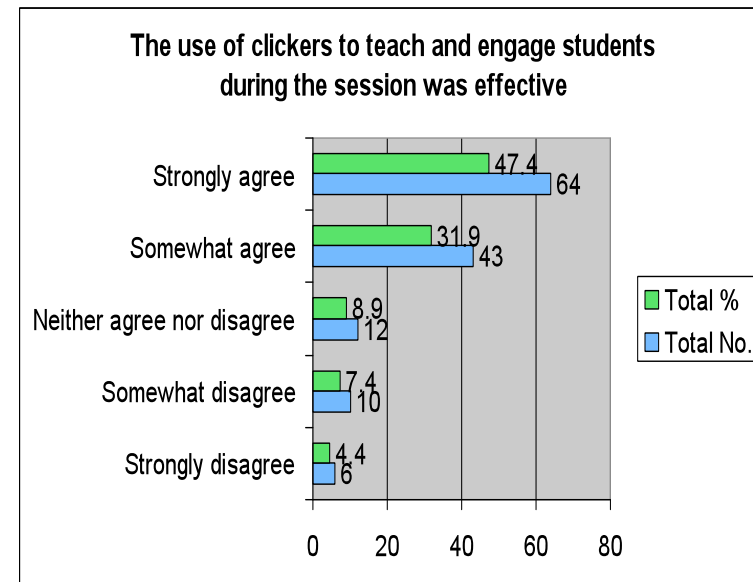
Pre-test: 28%      Post-Test: 86%



# Clicker technology in the classroom

Session evaluations 1<sup>st</sup> year business course, York University

- “I believe that the clickers encouraged students to be more involved in the session and pay more attention...”
- Made it easy to express what you think with no fear of being embarrassed by getting the wrong answer”.
- “It was interesting to find out what other students were thinking. It was fun”.



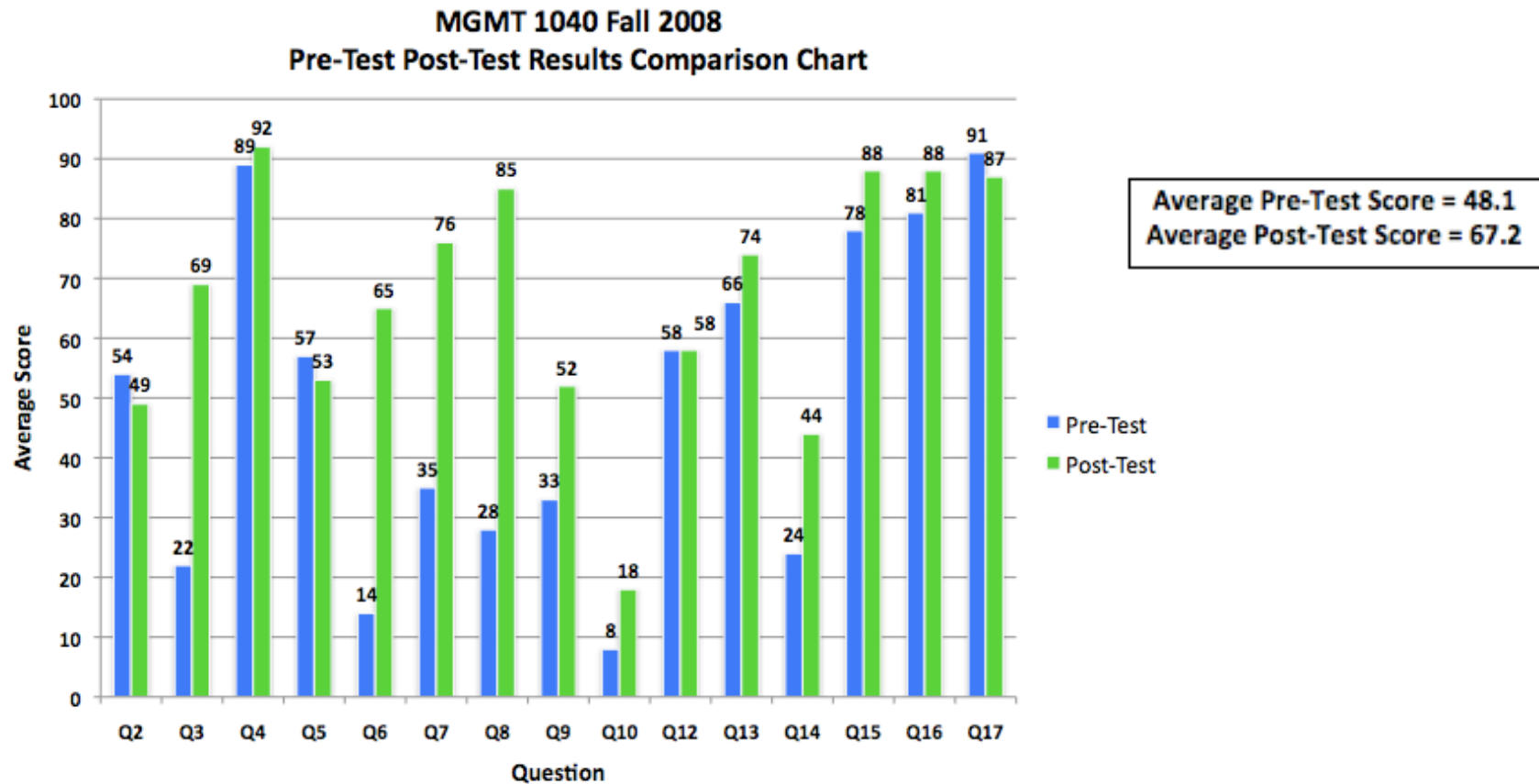
# Pre-tests/Post-tests

- A test (usually multiple-choice) given to students before and after a library IL session used to gauge growth in skills/knowledge.

## Benefits/Limitations

- Can help instructor identify:
  - Concepts student knew before instruction takes place.
  - Concepts which remain problematic to students after session
    - Need to ask whether this is due to problematic question phrasing etc. or because teaching needs to improve.
  - Concepts which appear clearer to students after session.
- Presents limitations associated with skills testing and should ideally be used in conjunction with other forms of assessment.

# Pre-Tests/Post-Tests: Overall average score increases



# Pre-test/Post-test: can help you identify concepts students already know

4. CHOOSE ONLY ONE ANSWER. To identify books in a library you would search:

- a) Amazon (1.3) (0)
- b) Library catalogue (89.3) (91.8)**
- c) Bibliography (0.6) (0.7))
- d) Books in Print (1.9) (4.1)
- e) Internet (6.9) (2.7)
- f) Wait a second...I'm not sure! (0) (0.7)

# Pre-test/Post-test: can help you understand where instruction has big impact on understanding

3. CHOOSE ONLY ONE ANSWER. This is a citation to what kind of resource?

Laura Albareda, Josep M Lozano, Antonio Tencati, Atle Midttun, Francesco Perrini. (2008). The changing role of governments in corporate social responsibility: drivers and responses. *Business Ethics*, 17(4), 347-363

- a) Book (15.2) (8.2)
- b) Chapter in a book (39.2) (17.8)
- c) Dissertation (3.2) (1.4)
- d) **Journal Article (21.5) (69.2)**
- e) Wait a second...I'm not sure! (20.9) (3.4)

## Pre-test/Post-test: can help you understand where comprehension remains poor even after IL session

10. CHOOSE ONLY ONE ANSWER. Which one of the following describes a peer-reviewed article?

- a) Lindblom, Lars. (2007). "Dissolving the Moral Dilemma of Whistleblowing". *Journal of Business Ethics*;76,4: 413-427 (7.7) (18.3)
- b) Anonymous. "Cabinet Office criticised for whistleblowing flaws". *Personnel Today*. Jun 19, 2007, p. 4 (5.8) (4.9)
- c) Maccharles, Tonda. "High Cost of Whistleblowing; Five RCMP Employees Exposed a Scandal at the Top. Now They Reflect on the Price They Paid". *The Toronto Star*. June 30, 2007, p. A15 (4.5) (8.5)
- d) Vandekerckhove, Wim. *Whistleblowing and organizational social responsibility: a global assessment*. Aldershot, Hampshire, England ; Burlington, VT : Ashgate, 2006. (16.0) (31.7)
- e) Wait a second...I'm not sure! (66.0) (36.6)

Decided that expectations implied by this question too high for first years. Question too difficult, so we simplified it.

## Pre-test/Post-test: can help you understand where comprehension remains poor even after IL session

5. CHOOSE ONLY ONE ANSWER. You can use York University Libraries' catalogue to:

- a) Find all books published in Canada (3.8) (1.4)
- b) Find books for sale (1.9) (0)
- c) Find articles on a topic owned by York University Libraries (11.9) (44.1)
- d) Find books on a topic of interest at York University Libraries (57.2) (53.1)
- e) Wait a second...I'm not sure! (25.2) (1.4)

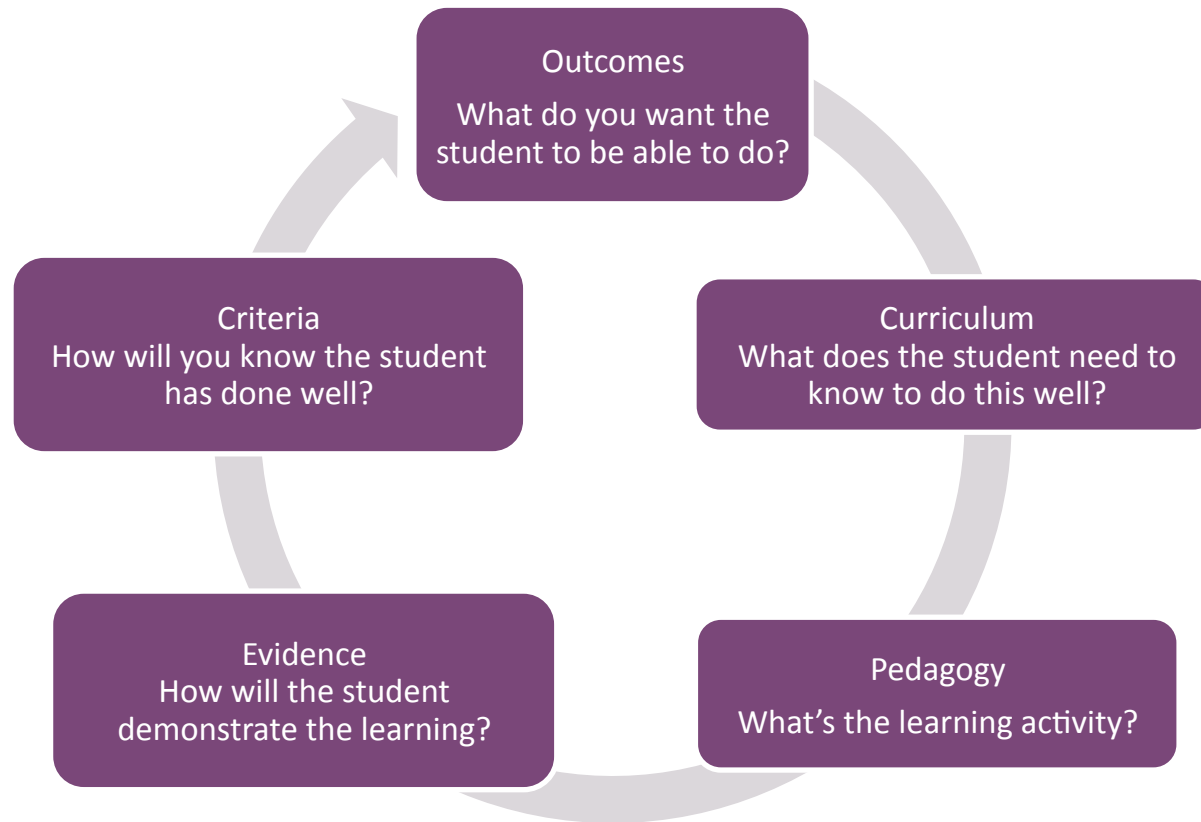
This is a basic concept students should understand at all levels. Our instruction failing to build sufficient understanding. Needed to rethink our instruction here.

# The assignment and information literacy assessment

- Research paper or essay tends to be most common.
- A majority of faculty tend to design assignments where library research is an expectation.
- Traditionally responsibility for assignment design and grading has been the domain of faculty not librarians.
- Tendency for attention to product at expense of process.
- Yet countless studies show that without guidance students struggle with the research process.
- Studies show that faculty resistant to collaborating with librarians to design research-based assignments.



# Instructional design: Outcomes-based learning



Source: Association of College and Research Libraries. *Information Literacy Immersion Institute. Assessment Track*. Nashville. December 2009.

# Assessment for learning

“If students are able to learn desired outcomes in a reasonably effective manner, then the teacher’s fundamental task is to get students to engage in learning activities that are likely to result in them achieving those outcomes...It is helpful to remember that what the student does is actually more important in determining what is learned that what the teacher does”

Thomas J. Shuell (1986)

# Performance Based Assessments

- Task-based: Idea that student learns through doing.
- Simulate real life application of skills.
- Strive for contextualization and authenticity.
- Focus on “assessment for learning”: constructivist theory
- Emphasize intrinsic motivation rather than external rewards.
- Can address higher-order thinking skills.
- Require time to plan and develop.

# Examples of performance-based assessments in practice at York University

- Students write an article for *Quill and Quire* on whether digital publishing will make print publication obsolete. Need to have references in this article. (second year writing course)
- Students choose a company and a current HRM issue/problem facing that company. They prepare a presentation profiling this issue and chosen solutions by engaging in primary and secondary research. (second year HRM course)
- Experiential learning:
  - (i) Marketing students work with non-profit organizations in local area to develop a marketing plan for them. Part of this requires research on the company, industry, consumer trends and demographics etc. (third year marketing course)
  - (ii) Political science students work with an NGO to research selected issue. (4<sup>th</sup> year political science course).
- Research at York (RAY) Project
  - Students as researchers; engaged in real-world research projects, alongside faculty.
  - *"Having the opportunity to work in a lab and be directly involved with the background research, experimentation and completion of a study. This experience has made me feel both more confident applying to graduate programs and more certain that this is, in fact, what I want to be doing with my life."* (Student comment on what was gained/learned)

# Other alternatives to traditional research paper/essay

## Examples

- Suggest staging  
**Step One** : Choose a topic and compile an annotated bibliography of relevant material. **Step Two** : Compose a thesis statement and write an outline of your essay. **Step Three** : Write a draft of your essay. **Step Four** : Edit and write final version of the essay.
- Research log: Keep a record of library research: methodology, sources consulted, keywords or headings searched, noting both successes and failures.
- Choose a topic and find three articles from scholarly journals and three from popular magazines and/or newspapers. Compare the differences in style, format, content and bias.
- Provide a precise statement of a search topic. Run the search on the Internet and also on a database. Present some representation of the search results and compare the findings.

# Assessing the impact/success of an IL program

- Assessing impact of an IL program
  - Define program outcomes.
  - Define criteria (standards of success).
  - Identify the type of evidence or data needed.
  - Analyze this evidence or data.
  - Ensure that this analysis informs change.
    - Gilchrist, 2006.
  
- Critical reflection
  - Lessons learned with selected examples from practice:
    - York University.
    - Other academic institutions.

# Assessing the impact/success of an IL program



Source: Association of College and Research Libraries. *Information Literacy Immersion Institute. Assessment Track*. Nashville. December 2009.

# York University: Information Literacy Manifesto 2005-2010

- Overarching IL policy and planning document.
- Five strategic areas (goals)  
Basically these were the outcomes we framed for our IL program
  - Outreach and Promotion.
  - Curriculum Integration.
  - Assessment.
  - Flexible teaching.
    - E-learning.
    - Teaching special user groups.
  - Professional Development.



# York University: Information Literacy Manifesto 2005-2010: Framing of Goals

## Goals

The following goals will help guide our progress:

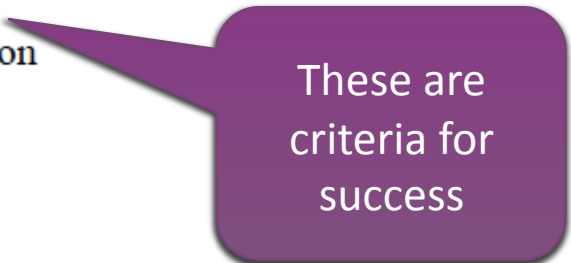
- We will promote the Libraries' Information Literacy program in an effort to attract key academic partners and collaborative opportunities.
- We will work to collaboratively integrate generic and discipline-specific information literacy competencies and instruction into program curricula across campus, accommodating incremental growth in student proficiency and understanding over the course of degrees and programs.
- We will establish measurable outcomes for evaluation of the program. Evaluation will include periodic review of our information literacy manifesto and methods and the development of mechanisms for assessing student learning outcomes and needs.
- We will incorporate a flexible range of instructional modes to meet the needs of a diverse student population with varied abilities, interests and backgrounds, wherever they might be.
- We will foster a public culture of teaching by emphasizing the cross-pollination of ideas in professional development activities designed to foster sound pedagogical practices across the Libraries and to continuously search for innovations that improve teaching and learning in this area at York.

# York University: Information Literacy Manifesto 2005-2010: Goals break down in to objectives

## 4) Flexible Teaching

By summer 2010 we will have:

- Integrated information literacy tools into a number of course websites
- Collaborated with other units (Centre for Academic Writing, Foundations Computer Assistance Program, Centre for Support of Teaching, etc.) to enable teaching of information literacy skills. Identifying groups of students with unique information literacy needs, and identifying what those needs might be, can form one focus in this collaborative endeavour.
- Developed workshops/tutorials to address groups with special needs in alternate formats
- Offered drop-in and course-specific instruction targeted at specific user groups and/or to address issues of relevance to our community
- Experimented with delivering online, real-time instruction
- Developed more asynchronous learning objects and instruction



These are  
criteria for  
success

# York University: IL planning in action

- Each year annual reports of IL activity by IL coordinator document how successful we have been. Evidence provided. Report also talks about future plans and necessary changes based on progress to date.
- Also every year the leads in five strategic areas draw up an action plan:
  - Lists projects/activities accomplished in last two years (evidence).
  - Lists projects in current year (will include necessary changes informed by evidence).
  - Lists future plans.

# Annual Action Plan

## Example from Flexible Learning Area

### Goal

- We will incorporate a flexible range of instructional modes to meet the needs of a diverse student population with varied abilities, interests and backgrounds, wherever they might be.

Objective: It's a criterion for success

Outcome: what we want our program to achieve

Evidence: Projects include a log of activities which evidences what has been achieved

#### Objective 2: Develop asynchronous learning objects and instruction Objectives, Strategies & Actions 2005–2009

Completed Projects: 2005–2007	Ongoing Projects: 2007–08	Future Projects: 2008–09
(i) Developed an Internet Evaluation Tutorial (with FCAP) (ii) Developed Assignment Planner tool (Norda and LCS) (iii) Developed Instructional Video Tutorials for Nursing students	(i) Citation Practices Tutorial (with CST) (ii) Google Scholar Online Tutorial (Vivienne) (iii) RefWorks Online Tutorial (Sarah) (iv) Development of Fine Arts online tutorial for grad students (Scott McLaren) (v) Online Critical Skills Project (ONCRISP) (Vivienne) (vi) Compile a list of online resources/tutorials currently available on the library's website. Work with the web librarian (Bill) to ensure that these resources are grouped together and easy for students and faculty to find and use (vii) Develop new asynchronous tools for teaching and the online environment that appeal to different learning styles (i.e. podcast, screencast, powerpoint etc.)	(i) Contribute to ONCRISP project (create Information Literacy tutorials) (ii) Develop tools to evaluate the current online resources/tutorials (iii) Develop new asynchronous tools for teaching and the online environment that appeal to different learning styles (i.e. podcast, screencast, powerpoint etc.)
Updated Research Roadmap (Deena)	Review of the Research Roadmap (Sarah to form working group)	Create new Research Roadmap which can be updated easily
	(i) Assess and assemble software requirements and support for e-learning including screencasting software (ii) Poll librarians regarding other useful softwares (iii) Organize brownbag/information sessions for York University Librarians that address: (1) Screencasts/podcasts (2) Moodle / WebCt (3) RefWorks/RefShare (4) Copyright issues (online materials)	(i) Assist librarians in creating screencast/podcast tutorials. (ii) Assist librarians with including subject specific tutorials in Moodle

Thank you for your attention

Questions?

Comments?