
Niche Academy Webinar
Dec 2, 2020
Hello!

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New Book - Libraries Supporting Online Learning: Practical Strategies and Best Practices (20% of using NICHE codeword)

christina.mune@sjsu.edu or @bibliopathic
33% of post-secondary students are enrolled in an online course

58.9% of high schools offer virtual courses

633 Micro-credentialing programs

100 million MOOC participants so far
93% of households with school age children are online learning.

65% of higher ed is fully online or hybrid. Only 4% is fully on-site.

56% of seniors feel isolated, 2x more than in 2018.

>50% experiencing some loss of income.
Online Learning: The New Normal
What we need to do ...

Be Synchronous and Asynchronous
Provide services whenever they’re online, even if we’re not.

Bridge the Digital Divide
Digital literacy and connection to resources are critical.

Create Support Structures
Establish peer connections and effective information seeking and evaluation behaviors.

Ensure Just In Time Help
Put the right information in the right place along the learning pathway.

Enhance Interaction
Help patrons engage with you and each other in a sustainable way that promotes digital literacy.

Perform Self-Care
Be a team and recognize burnout. Don’t try all the things at once!
Online Services
Front and Center
WE'RE HERE FOR YOU

Sign up for text or email notices

https://sppl.org/
Free Wi-Fi
Now Available in our Parking Lot

New Parking Lot Wi-Fi

https://newportlibraryri.org/
For Personal & Professional Development

Did you know the Library offers free online classes? From new skills to new languages, diplomas to tutors, we have something for you! The Library can help you find the best tools for learning whatever you want!

https://lacountylibrary.org/learn/
USING THE LIBRARY REMOTELY

Get started using the library online with these guides

**Borrow Materials and Use Our Services During COVID-19**

Our physical spaces may be closed, but we've restarted many of our services. Find out how you can use Harvard Library today.

**Teach Remotely with Harvard Library**

Planning on teaching a class remotely? Harvard Library can help.

**Learn Remotely for Harvard Students**

Participating in a Harvard class remotely? Harvard Library can help.

**Get Remote Support for Research & Publishing**

Working away from your lab or campus office? Harvard Library can help.

https://library.harvard.edu/
We have resumed some on-campus services, including book pickup, virtual consultations, and fulfilling scanning/digitization requests. Many library materials are available online, but our buildings remain closed until further notice.

Teach Remotely with Harvard Library
Planning on teaching a class remotely? Harvard Library can help.

https://library.harvard.edu/how-to/teach-remotely-harvard-library
Online Library Instruction in a Crisis

Overview

Online Teaching Strategies

A note about these strategies

Email

LibGuides and Resource Sheets

Interactive Tutorials

Screen Capture

Note

These strategies are ordered by least to most effort on the part of the librarian and instructor, assuming that they are using primarily pre-created resources.

EMAIL

Even sending an email that a professor can forward to students can help students feel supported through the research process! Remember, less is more. Be empathetic, offer the one or two most important resources that students will need to be successful, and tell students how they can contact you and what to expect when they do.

⭐ Low Bandwidth / Low Immediacy

https://libguides.library.nd.edu/online-library-instruction стратегии
How do you know it’s working?

- Analytics
- Heat Maps
- Confetti Maps
- UX Studies
Analytics hints ...

- Unique and returning visitors, length of interaction, click paths, bounce rates
- Internal analytics in LibGuides, Discovery system
- Google event tracking on web pages for event links, eResources, resource sharing sites, and search boxes
Heatmaps

See what’s hot on your website in a very visual medium that’s great for sharing.
CrazyEgg
Get confetti maps by OS, device type, screen size, day of the week, etc.
UXing the target population

Test your site on online learners
Survey online students - novices and experts
Ask instructors to distribute online surveys
Hold virtual focus groups with different learner populations

Online learner UX
Make sure you’re using online-only user personas
UX with an employee or student that completed or is working on an online degree or course
Synchronous and Asynchronous
<table>
<thead>
<tr>
<th>Works well for:</th>
<th>Synchronous</th>
<th>Asynchronous</th>
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<tbody>
<tr>
<td>- establishing community and personal connections</td>
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<td>- teaching “factual” content at scale</td>
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<tr>
<td>- lateral exchange of ideas (live discussions)</td>
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<td>- learners with high motivation and autonomy</td>
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<td>- group work (projects, breakouts)</td>
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<td>- assigning pre-work for “flipped classes” self-paced and mastery-based learning</td>
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<td>- 1:1 and small-group coaching</td>
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<td>- improving accessibility by providing multiple modalities of learning</td>
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<td>- establishing and maintaining a regular schedule</td>
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<td>- providing all students with an opportunity to participate</td>
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<td>- real-time feedback and guidance</td>
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<table>
<thead>
<tr>
<th>Watch out for:</th>
<th>Synchronous</th>
<th>Asynchronous</th>
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<tr>
<td>- lecturing for &gt;15 minutes at a time</td>
<td>- lecturing for &gt;15 minutes at a time</td>
<td>- young learners who lack support and supervision in the home environment</td>
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<tr>
<td>- connectivity and scheduling challenges</td>
<td>- connectivity and scheduling challenges</td>
<td>- learners with deficits in executive function</td>
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<tr>
<td>- video call fatigue</td>
<td>- video call fatigue</td>
<td>- confusing or unnecessarily complex learning environments</td>
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By Diana Anthony and Marshall Thomas [https://www.edsurge.com/news/2020-10-01-asynchronous-learning-or-live-lessons-which-one-works-better-for-me](https://www.edsurge.com/news/2020-10-01-asynchronous-learning-or-live-lessons-which-one-works-better-for-me)
Synchronous Activities

Strategies and best practices
Consider teams

- Two are better than one in a virtual environment
- Co-teacher, program assistant, virtual intern, volunteers
- Tech support lessons beforehand
Make chat boxes work for you

- Always have a teammate or volunteer to monitor chat
- Have question prompts and links ready before the session
- Save chat transcript and offer with recording
- Review chat to see what major pain points are
Live polls and quizzes

- Zoom
- Mentimeter
- Poll Everywhere
- Pollmaker
- Socrative
- Answer Pad (mobile app)
- LibWizard
Do you use live polls?

Go to PollEv.com/christinamun646 to answer
Live trivia and games

- Kahoot!
- Crowdpurr
- Flippity.net
- ProProfs Games
- Wordables (app)
- Goosechase (mobile scavenger hunt)
- Skribbl.io
Kahoot!

It's ........................... the museum.

19

0 Answers

△ crossing  ♦ across from
● across the street  □ accross

kahoot.it  Game PIN: 808417
Kahoot!
Breakout for impact

- 1x1 help and attention
- Peer-2-Peer for more support and learning
- Create rooms by topic or problem, let students move between them
- Set up instructions on main page screen and in breakout rooms
Jamboard
Virtual Library Events
aka Breaks & Opportunities

- Escape library-type boundaries. Offer cooking, trivia, resume building events in every library type.
- Led by all kinds of people - not just outreach or programming librarians!
- Bring pets, colorful backgrounds, casualness to learning - we’re all experiencing virtual life fatigue!
aka Breaks & Opportunities

- Curate local events to your calendar for more connections. Pool resources in one shared spreadsheet with library and external events.
- Possibly wearing library colors or branded shirt to distinguish library content.
- Stream to YouTube or Facebook for public access.
Programming breaks

- Create spaces in the programming for people to catch up or catch a breath
- Discrete sections so people can join in the middle
- Add verbal and textual interaction - call outs and clicks
Consider alternate environments – hubs.mozilla.com/
Asynchronous Activities

Strategies and Best Practices
Recordings are not enough

- Post recording of synchronous instruction and programming
- Make a meaningful chat
- Add supporting materials - self-assessment quiz, discussion board or hashtag
- Link to tutorials and GIFs that accompany the session
Recordings are not enough

- Cut them up into usable pieces, re-publish on YouTube or Vimeo
- Add graphics, callouts, captions to recording, if possible
- Make them interactive!
Video quiz with Google Forms

- Turn your Google Form into a Quiz in settings
- Embed a YouTube video, GIF, image, link
- Use for self-assessment or collect scores
Peer Review in 3 minutes

Watch this short video on peer review. Answer the questions below to see if you understand the information.

A newspaper is peer-reviewed.

- Yes
- No
Google Forms quiz
Connect to content with TedED

- Add supporting content and links to a YouTube video
- Create quizzes; hints can be added with timestamp
- Supports discussion across sections or course terms
Let’s Begin…

The royal couple of Haiti rode into their coronation to thunderous applause. After receiving his ornate crown, Henry Christophe ascended his throne, towering 20 meters in the air. But little did the cheering onlookers know that the first king of Haiti would also be its last. Who was this revolutionary? Marlene Daut details how a man enslaved at birth rose through the ranks to become king.
Build interaction with VideoAnt

- Add annotation to your YouTube video
- Allow others to annotate and see all annotations
- Draw attention to important concepts
- Ask questions and add supporting content
Quick & Easy Homemade Ice Cream

**Ingridents**
- Measuring cup
- 3 one gallon freezer bags
- A towel
- A cup of milk
- A cup of heavy cream
- Half a cup of sugar
- 2 half cups of salt
- A pinch of salt
- Half a teaspoon of vanilla extract
- 10 cups of ice

**Prep Step: Gather Ingredients**

**Step 1**
Pour milk, heavy cream, sugar, a pinch of salt, and vanilla extract into the first freezer bag.

**Step One**
Pour the milk, heavy cream, sugar, pinch of salt, and vanilla extract in the a freezer bag.
Flip It!

- Ask learners to watch a video before the synchronous session
- Ask them to annotate the video asking questions; or post to a thread or hashtag with questions
- Spend time in the session going over common pain points
- Break out small groups by topic or question; move between groups
In the LMS
LMS Pros and Cons

Pros

Interactions with librarian can be made for-credit

Q&A available with other course materials

Discussions can be reviewed by instructor for info lit assessment

Cons

Students don’t spend a lot of time in the LMS discussion boards. Most are 1 and done. Or post/reply and done!

Not optimized for mobile posts or alerts

Difficult to make available to later courses/cohorts. Does not contribute to the greater knowledge.
Learning modules

- Adaptable, reusable, consistent
- Create on all kinds of platforms
- Small snippets of content that can be combined to address learning outcomes
- Visual and textual
- Should include self-assessment
Map to ACRL standards

#1
- Understand nature and extent of information needed
- Writing a Thesis Statement
- Finding a Topic

#2
- Assess information effectively and efficiently
- Searching Better, Faster
- Finding Scholarly, Peer Reviewed Articles
- Finding Primary Sources

#3
- Critically evaluate information and its source; incorporate into knowledge and values
- Scholarly vs Popular vs Trade/Professional
- Identifying Bias and Fake News
- Evaluating Sources

#4
- Use information effectively to accomplish a specific purpose
- Writing an Annotated Bibliography
- Writing a Literature Review
- Creating a Whitepaper

#5
- Understand economic, legal and social issues around information and its usage
- Citing Sources
- Avoiding Plagiarism
- Copyright and Fair Use
### Map to AASL standards

<table>
<thead>
<tr>
<th>I.</th>
<th>II.</th>
<th>III.</th>
<th>IV.</th>
<th>V.</th>
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<tbody>
<tr>
<td>• Inquire: build knowledge, think critically, problem solve</td>
<td>• Include: Understand and commit to inclusion and diversity</td>
<td>• Collaborate: Work with others to broaden perspective and achieve a common goal</td>
<td>• Curate: Make meaning by collecting, organizing and sharing resources of personal relevance</td>
<td>• Explore: Discover a growth mindset through experience and reflection</td>
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<td></td>
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<td></td>
<td>• Choosing a Topic</td>
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<td></td>
<td>• Group assignments with defined roles</td>
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<td></td>
<td>• Peer learning or review activity</td>
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<td></td>
<td>• Describe Different Viewpoint</td>
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<td>• Debate the Pros and Cons</td>
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<td></td>
<td>• Understanding News Sources</td>
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<td>• Explore Your Family History</td>
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<td></td>
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<td></td>
<td>• Bias and Assumptions</td>
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<td></td>
<td>• Design solutions through making</td>
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Map to AASL standards

VI. Engage: Safely, legally, and ethically create and share knowledge in a connected world

- Using Social Media Safely
- Identifying Biased Media
- Helping Others Post Responsibly
Build peer community

- Spark discussions or design assignments that encourage personal sharing of experience, culture, value or goals.

- Have learners find evidence for their classmates opinions or observations.

- Design group activities that require everyone to take a role. This creates pride and trust in the group and self.
  - Leader, communicator, editor
When discussing in the LMS

- Answer as quickly as possible (alerts)

- Post pre-emptive answers or have FAQs based on common questions per module/week

- Get peers interacting by answering other student’s questions (maybe for credit!)

- Ask for videos/GIFs/screenshotes with their questions so the thread engages other learners
Social Media
Social Media Pros and Cons

**Pros**
- Real time communication
- Media-centric (gifs, videos, screenshots)
- Mobile-friendly
- Part of users’ regular habits (where they are)
- Can help create lasting sense of community; designed for peer learning
- Available after class ends

**Cons**
- May not fit student’s social media persona or reputation
- Some users may not have/want an account for that platform
- Instructors will likely not review or provide credit for social media interactions
- Data and personal privacy concerns
## Social media possibilities

<table>
<thead>
<tr>
<th>Platform</th>
<th>Uses</th>
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<tbody>
<tr>
<td><strong>YouTube</strong></td>
<td>Create playlists for certain courses or skills; post links or embed in LMS and other platforms; answer questions in comments section; comes up easily in Google searches if tagged/titled correctly</td>
</tr>
<tr>
<td><strong>Reddit</strong></td>
<td>Create Q&amp;A or FAQs on a private board that students vote on for usefulness; students can respond and discuss easily; embeddable in the LMS; can be made public after course for usage by later courses/cohorts</td>
</tr>
<tr>
<td><strong>Facebook</strong></td>
<td>Create a virtual learning circle around a specific workshop, online course or MOOC; or a community of practice around a local virtual community - knitting clubs, language clubs, book clubs; readers advisory through Facebook posts</td>
</tr>
<tr>
<td><strong>Mendeley/Zotero</strong></td>
<td>Have students post useful citations in a group folder; link library resources; assess quality of citations after course; can be made available publically after the course ends</td>
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</tbody>
</table>
Learners have a deeper experience when they connect information to real-world scenarios or personal goals.
# Social media activities

<table>
<thead>
<tr>
<th>Platform</th>
<th>Activity</th>
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<tbody>
<tr>
<td>YouTube</td>
<td>Have students select a topic they want to gain expertise in. Have them select YouTube videos that they would watch to learn more; have them also identify ones they would not use. What criteria did they apply? How did they chose this criteria? Did it select the best videos? How do you select and apply criteria to news or academic resources?</td>
</tr>
<tr>
<td>Pinterest</td>
<td>Choose a historical event or person. Find images, videos, and textual resources about the period and participants; emphasis finding shareable, high-quality OER items. Post to Pinterest to create a board about the event that can be shared.</td>
</tr>
<tr>
<td>Twitter</td>
<td>Create a learning group hashtag; encourage peers to answer questions, provide tips, make gifs and short videos to post, and repost relevant content with the #; searchable later.</td>
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</table>
# Social media activities

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<tr>
<th><strong>Yelp</strong></th>
<th>Have students select criteria from the Yelp filters - expense ($, $$, $$$); open now; take out available. Apply the same filtering concept to catalog, discovery system, or database.</th>
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<tbody>
<tr>
<td><strong>Instagram</strong></td>
<td>Ask students to identify content that has been “reposted” or stolen on Instagram. What is the community response to that behavior? Why does it harm the original poster? In what way could people protect their content? Draw parallels to plagiarism, scholarly content, open access.</td>
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Just in Time
Principle of Least Effort

Let it guide you!
Principle of Least Effort

- Keep it simple
- Make it fast
- Take it to them
Just in time

- GIFs, videos, dedicated chat on popular pages
- In the discovery system
- In database search interfaces
- Proactive chat
- Chatbot mediation?
In the learning path

- Put tutorials and GIFs in the learning path, not isolated on a tutorial page
- Web pages, libguides, FAQs, chat transactions, A-Z pages, event pages
Multiple modalities

- Multiple modalities for accessibility and usability:
  - Video
  - PDF transcript
  - GIF highlights
Video tutorials hints

Fast
Between 45-90 seconds long
Less than 50% of viewers will get the end of a 3 min video

Easy
Array of short vids to choose from
No library jargon in the title - is “library research” a real thing?
“How to” comes first

Where they are
In the LMS with course content
On YouTube (searchable tags and titles!)
Niche Academy, TedED, LibGuides, websites
Considering GIFs

Fast
Very short, repeating moving images
Natural breaks between tasks
No scrubbing needed to find what they want

Easy
Does not rely on clicking a link or thumbnail
Loops until you move on
Easy to make - SnagIt, EZGif, Photoshop
No voiceovers required; Can be made with existing videos

Where they are
GIFs are embedded almost anywhere as images - just plop them into any help site
Easy to share via social media
Alternative textual directions a must!
Virtual reference

- Older studies show that far-campus users prefer email and LibAnswers for reference.
- Recent proactive chat widget case studies show that prompted virtual chat blows everything else out of the water.
101%
Increase in chat questions at UT Arlington after implementing a proactive widget (San Jose State experienced similar results).

74% versus 57%
High level reference questions using proactive versus patron-initiated at John Carroll Univ.

93%
Of proactive chat widget users at Penn State found it helpful for database searching.
Proactive chat tips

- 30 - 90 seconds for slideout
- Welcomes and farewells = increased satisfaction
- Match the patrons vernacular
- Librarians = more thorough
- Peers = more friendly (and increased satisfaction)
Answering virtual reference

- Manage increase in services with peer reference help
- Peer reference services have shown to be effective and have high rates of satisfaction
- Virtual reference = virtual internships (may be better than 24 hour consortial reference because you train them yourself!)
Chatbots

- For overnight or offline hours
- Possibly for pre-live chat mediation
- Paid: Comm101, AdmitHub
- DIY: Dialogflow (free from Google) + Kommunicate (cheap annual for multimedia)
“Libraries always remind me that there are good things in this world.

- Lauren Ward
It's okay to take a break
Thanks!

Any questions?

Find me at:

- christina.mune@sjsu.edu
- @bibliopathic
- Libraries Supporting Online Learning: Practical Strategies and Best Practices