Libraries Supporting Online Learning: New Strategies and Best Practices in Response to COVID-19

Niche Academy Webinar
Dec 2, 2020

Hello!

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Associate Dean of Innovation and Resource Management @ San Jose State University

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

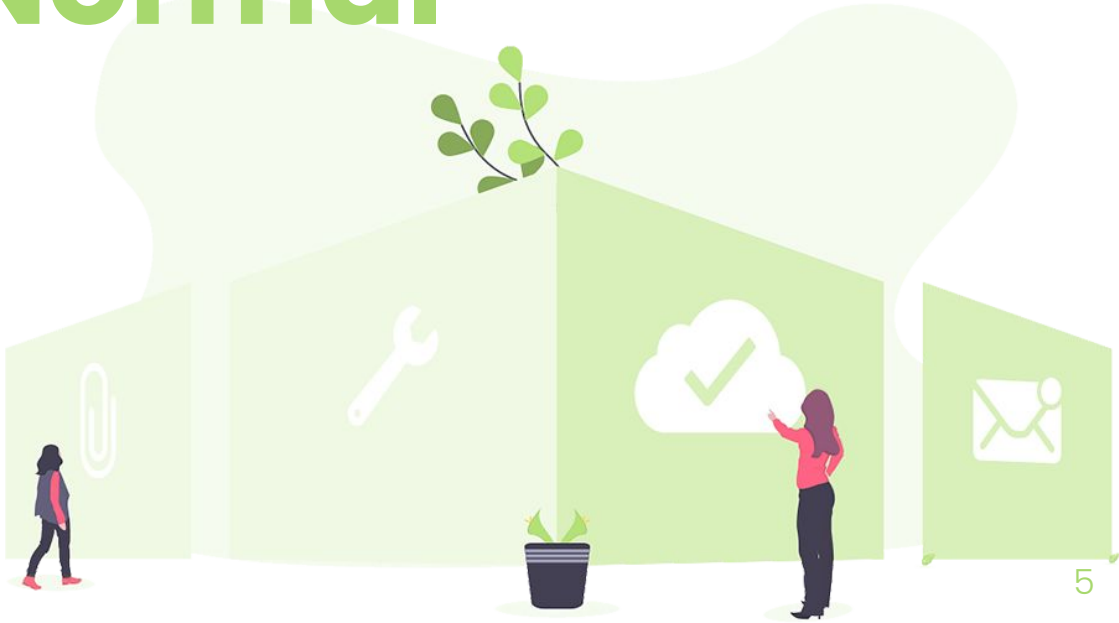
93%
of households with school age children are online learning

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.

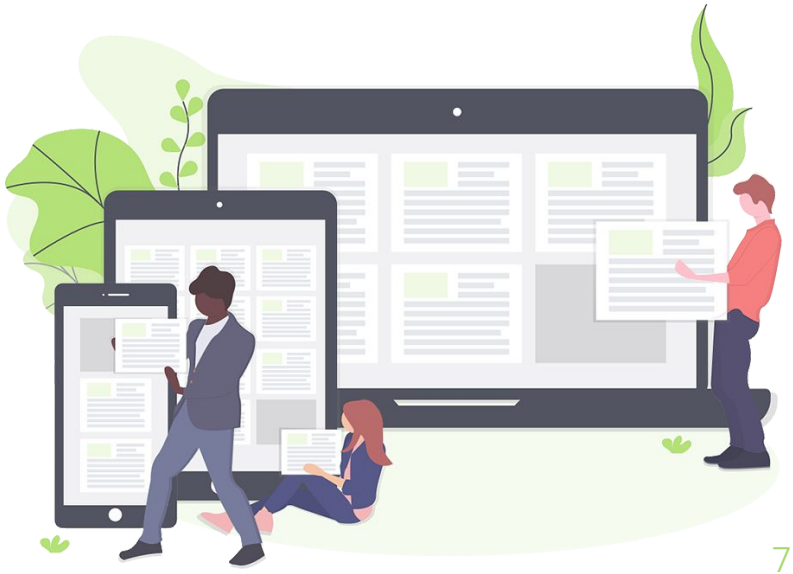
Enhance Interaction

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



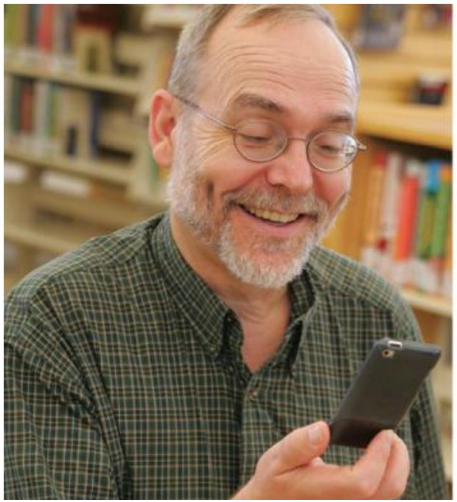
SAINT PAUL PUBLIC LIBRARY

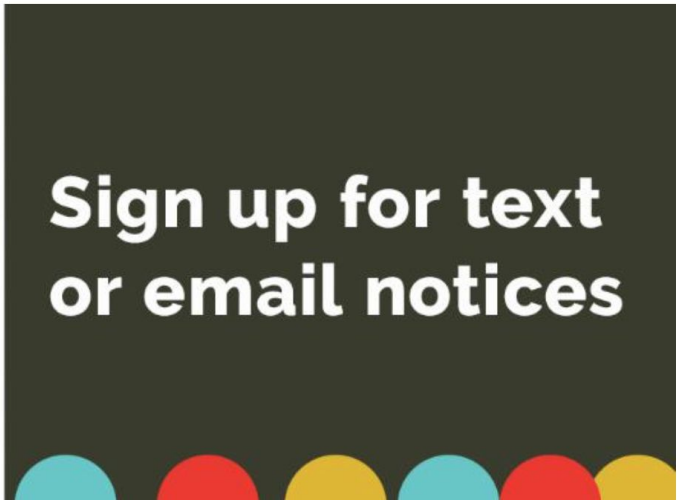
Search the Catalog by Keyword

Advanced Search

Catalog Browse Calendar Digital Library Services

WE'RE HERE FOR YOU





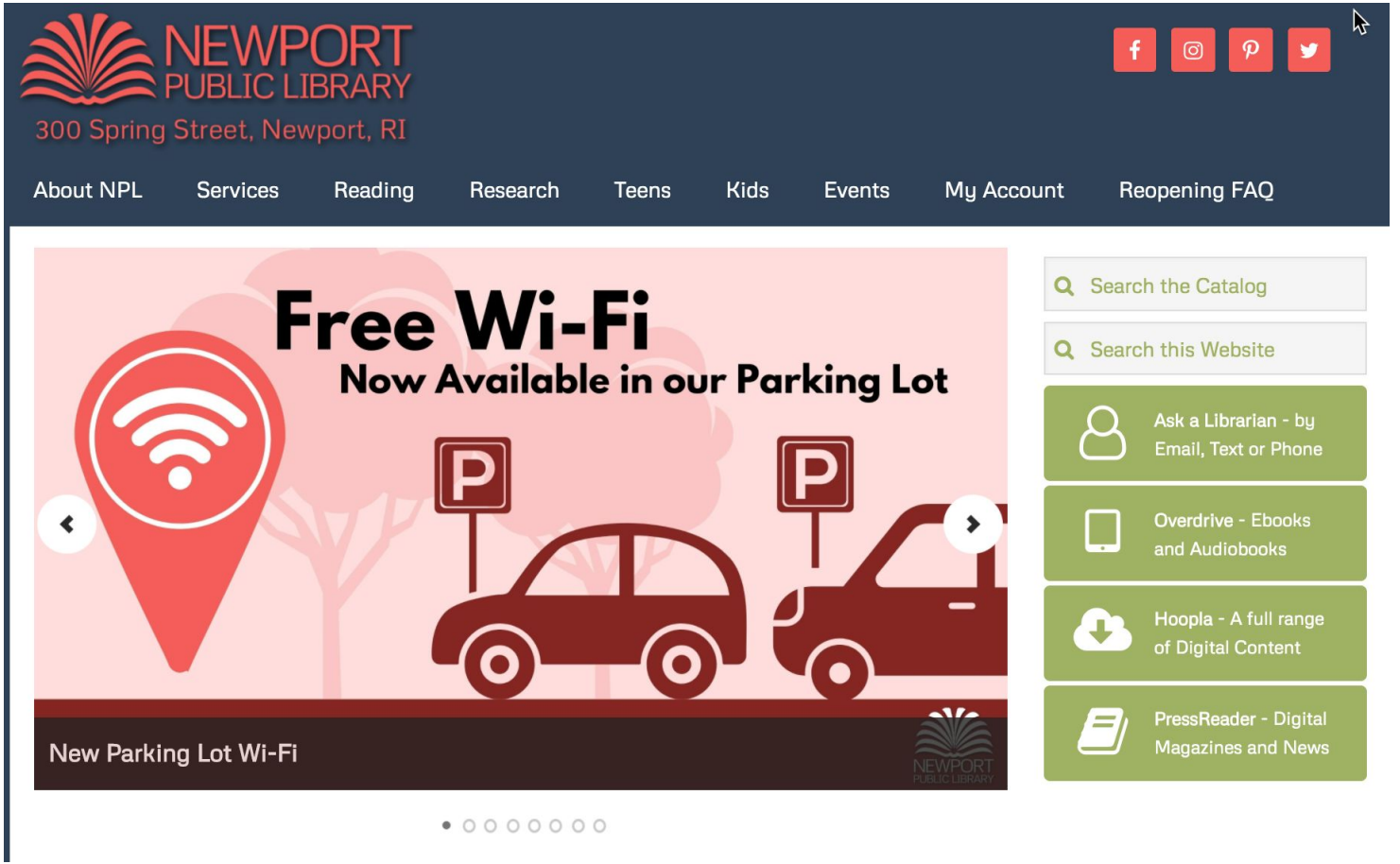
EVENTS

DEC 3
Virtual Discussion: "The Plague of Doves"
Dec 3, 6:30pm
Online event

DEC 4
Virtual Musical Residency Series: David Yang
Dec 4, All day
Online event

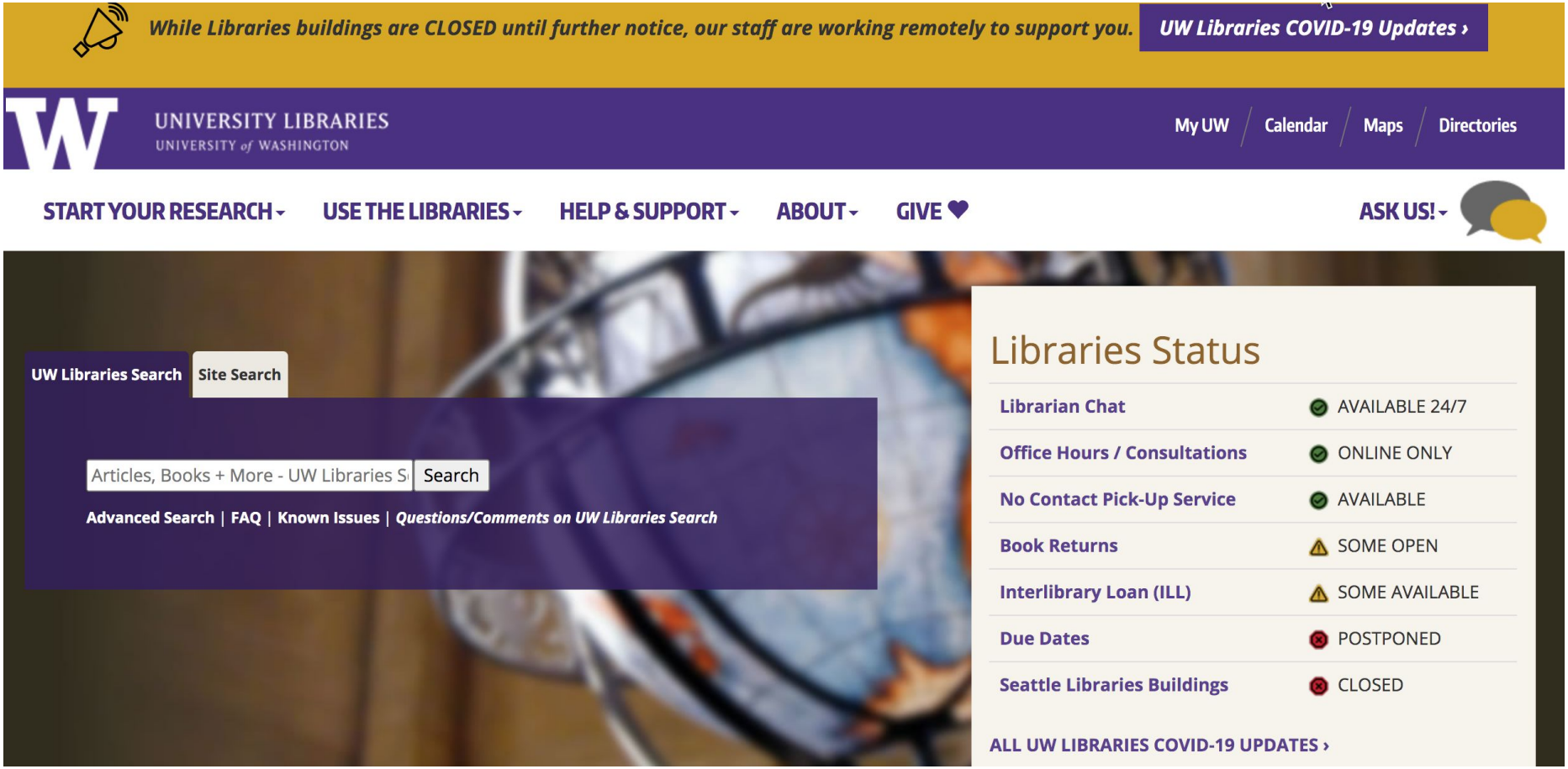
DEC 5
Virtual Discussion: "The Plague of Doves"
Dec 5, 11:00am
Online event

https://sppl.org/



https://newportlibraryri.org/

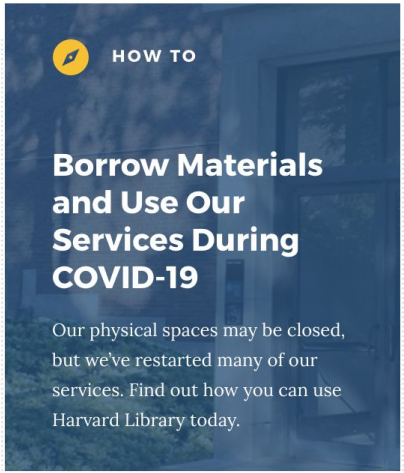
https://lacountylibrary.org/learn/



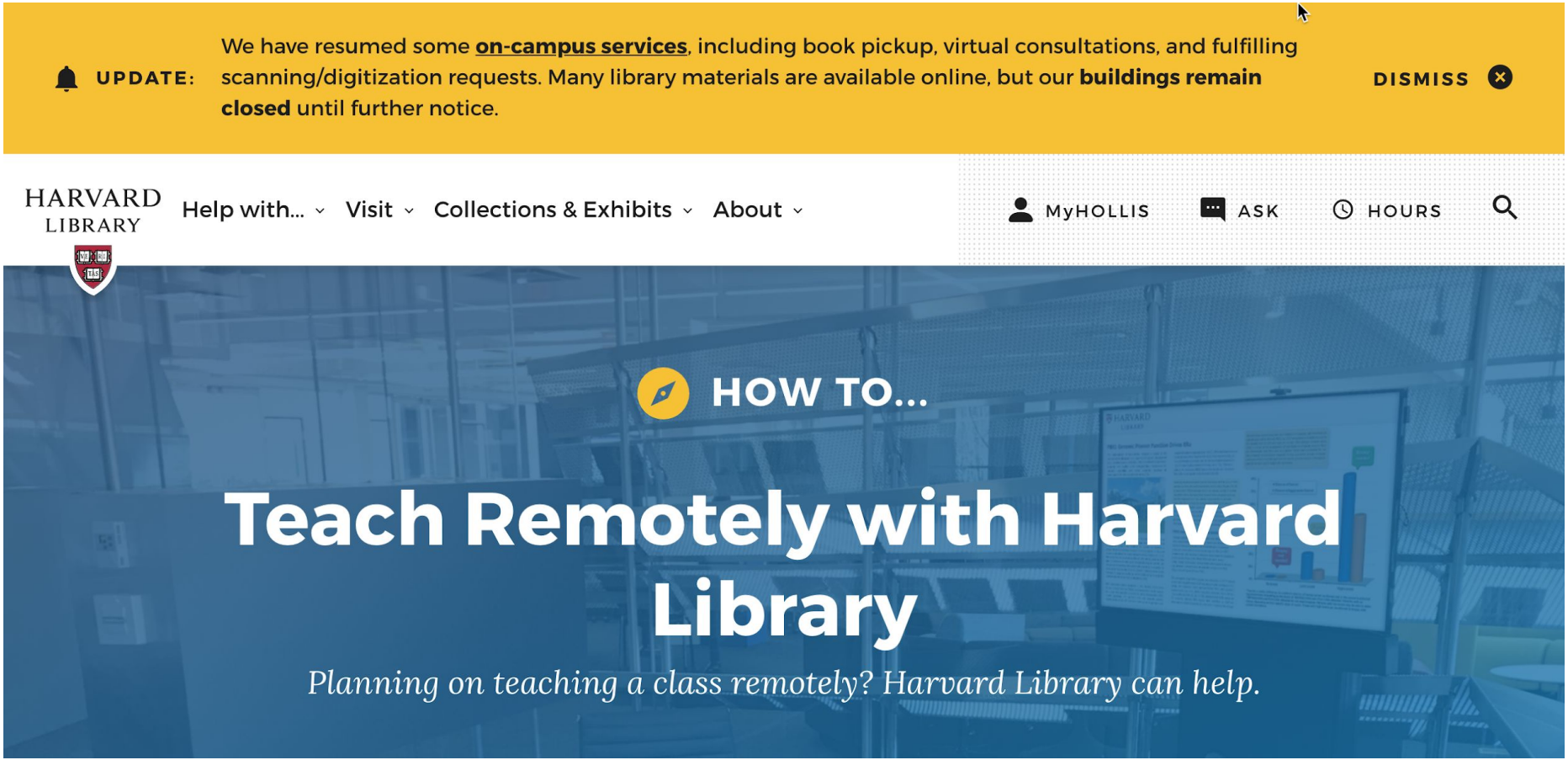
https://www.lib.washington.edu/

USING THE LIBRARY REMOTELY

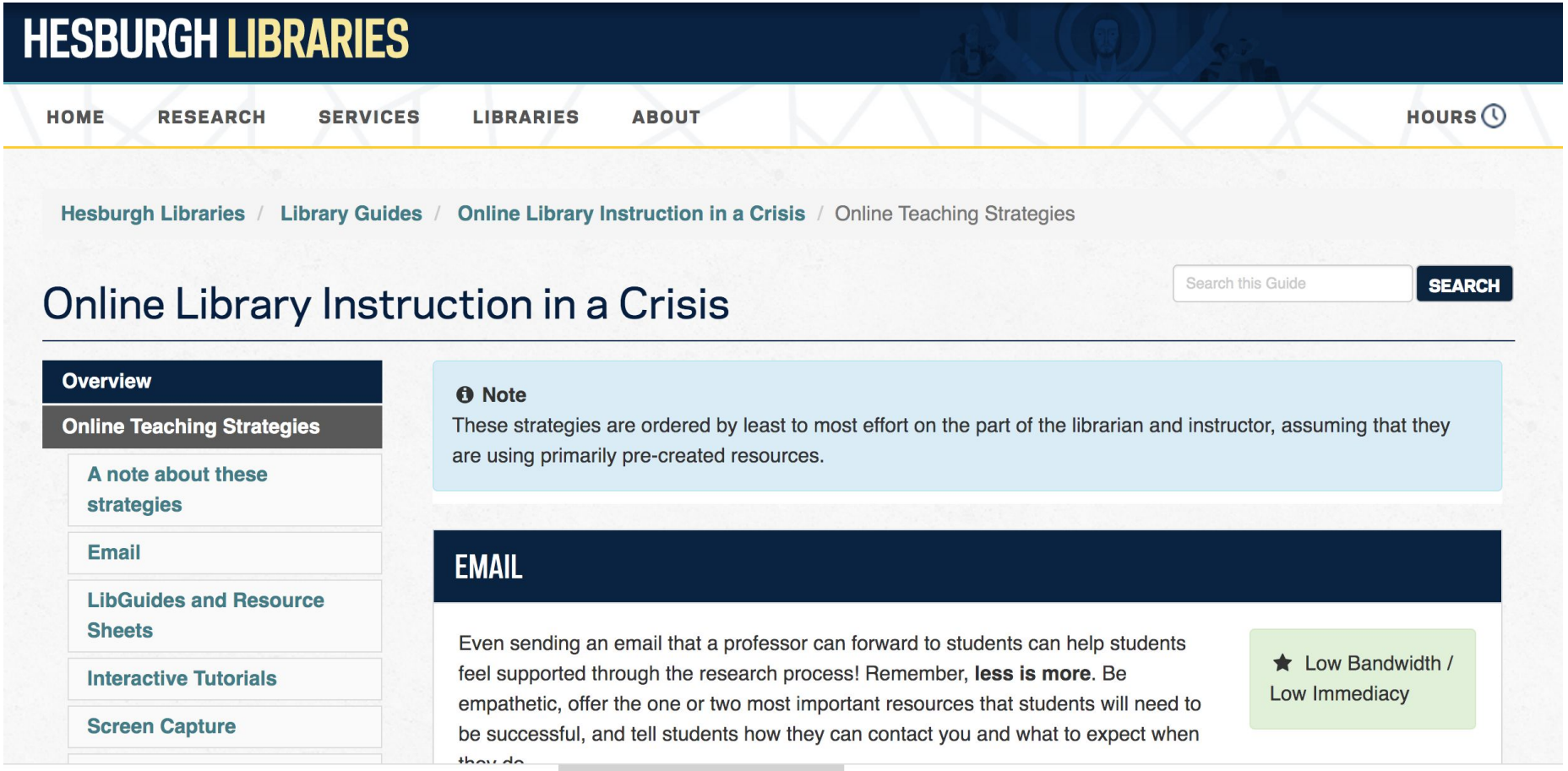
Get started using the library online with these guides



https://library.harvard.edu/



https://library.harvard.edu/how-to/teach-remotely-harvard-library



https://libguides.library.nd.edu/online-library-instruction/strategies

How do you know it’s working?

- Analytics
- Heat Maps
- Confetti Maps
- UX Studies

Analytics hints ...

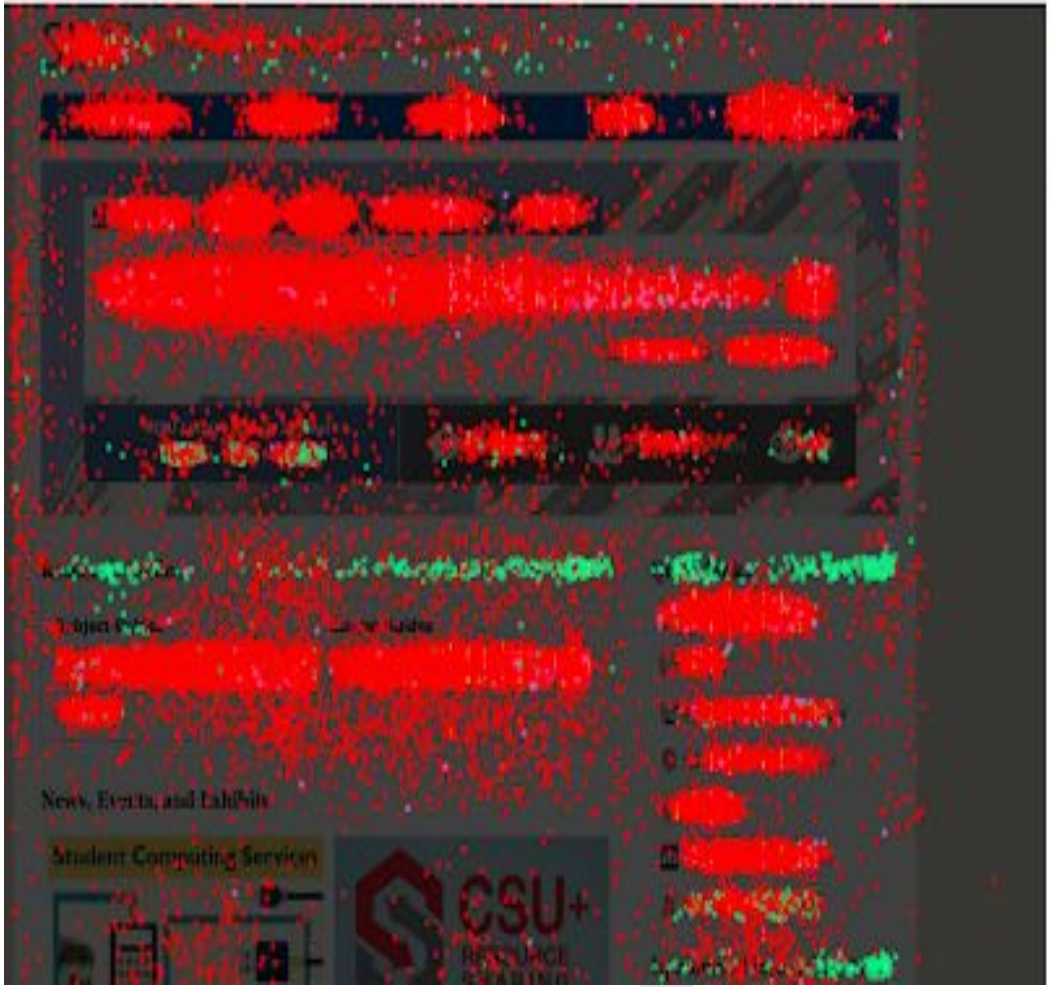
- Unique and returning visitors, length of interaction, click paths, bounce rates
- Internal analytics in LibGuides, Discovery system
- Google event tracking on web pages for event links, eResources, resource sharing sites, and search boxes

Heatmaps

See what's hot on your website in a very visual medium that 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

	Synchronous	Asynchronous
Works well for:	- establishing community and personal connections - lateral exchange of ideas (live discussions) - group work (projects, breakouts) - 1:1 and small-group coaching - establishing and maintaining a regular schedule - real-time feedback and guidance	- teaching “factual” content at scale - learners with high motivation and autonomy - assigning pre-work for “flipped classes”self-paced and mastery-based learning - improving accessibility by providing multiple modalities of learning - providing all students with an opportunity to participate
Watch out for:	- lecturing for >15 minutes at a time - connectivity and scheduling challenges - video call fatigue	- young learners who lack support and supervision in the home environment - learners with deficits in executive function - confusing or unnecessarily complex learning environments

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

Synchronous Activities

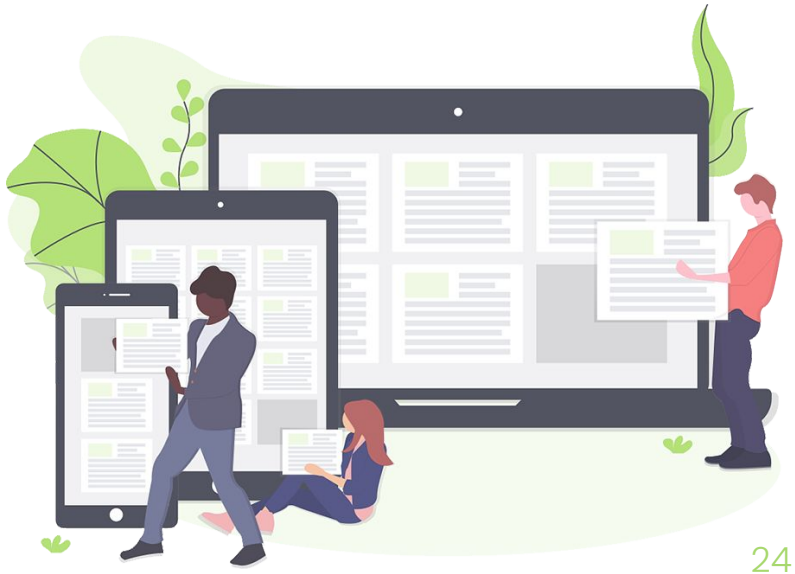
Strategies and best practices

Consider teams

- Two are better than one in a virtual environment
- Co-teacher, program assistant, virtual intern, volunteers
- Tech support lessons beforehand

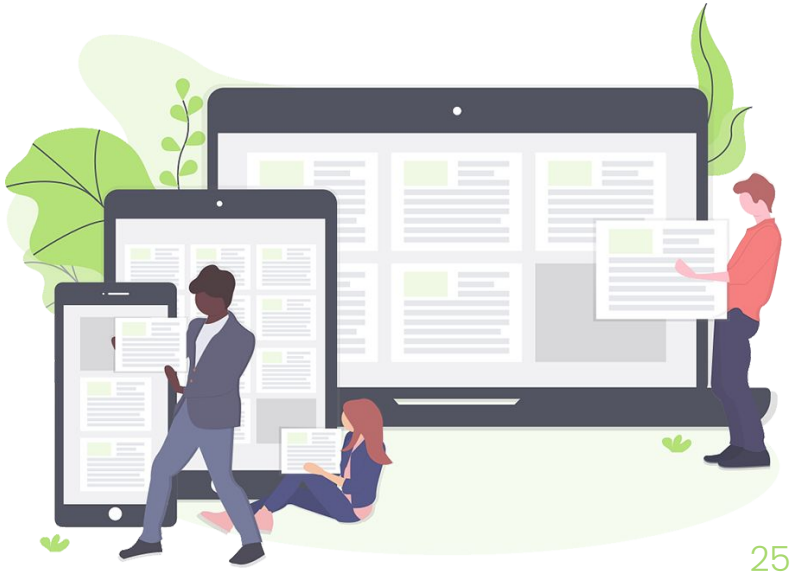
Make chat boxes work for you

- 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



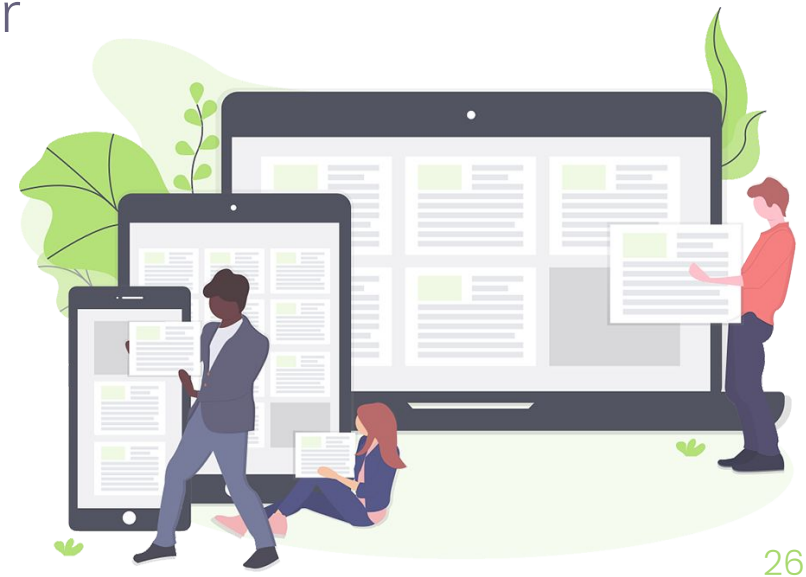
Live polls and quizzes

- Zoom
- Mentimeter
- Poll Everywhere
- Pollmaker
- Socrative
- Answer Pad (mobile app)
- LibWizard



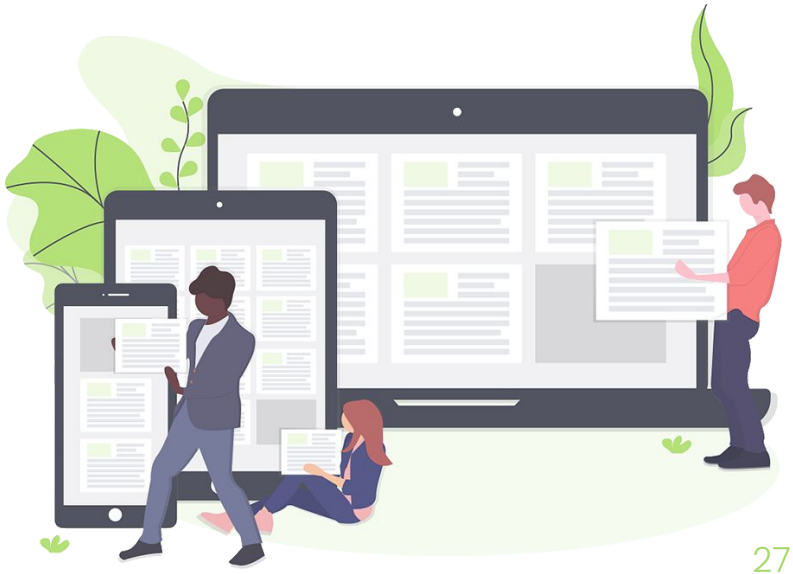
Do you use live polls?

Go to PollEv.com/christinamun646 to answer

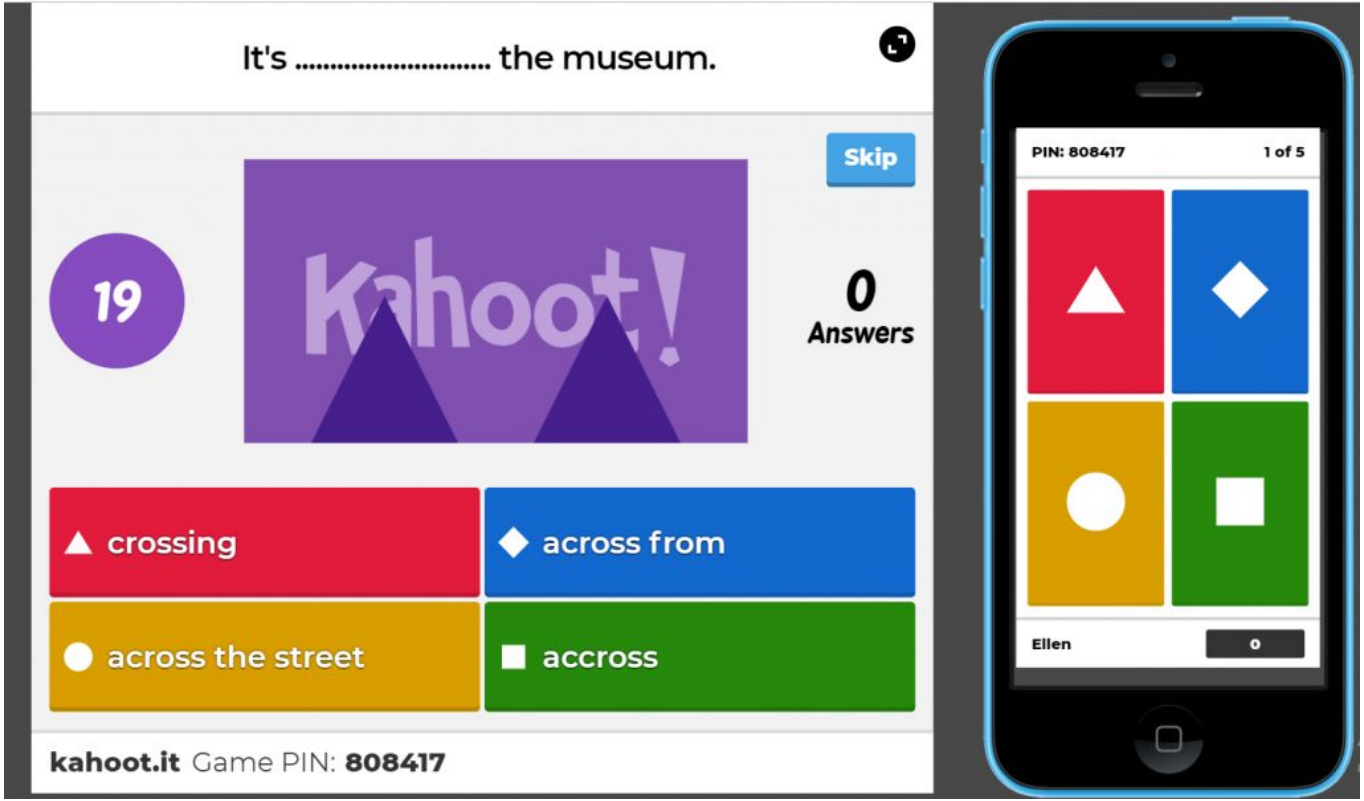


Live trivia and games

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



Kahoot!


It's ..... the museum.
Skip
19
Kahoot!
0
Answers
crossing
across from
across the street
accross
kahoot.it Game PIN: 808417
PIN: 808417
1 of 5
Ellen
0

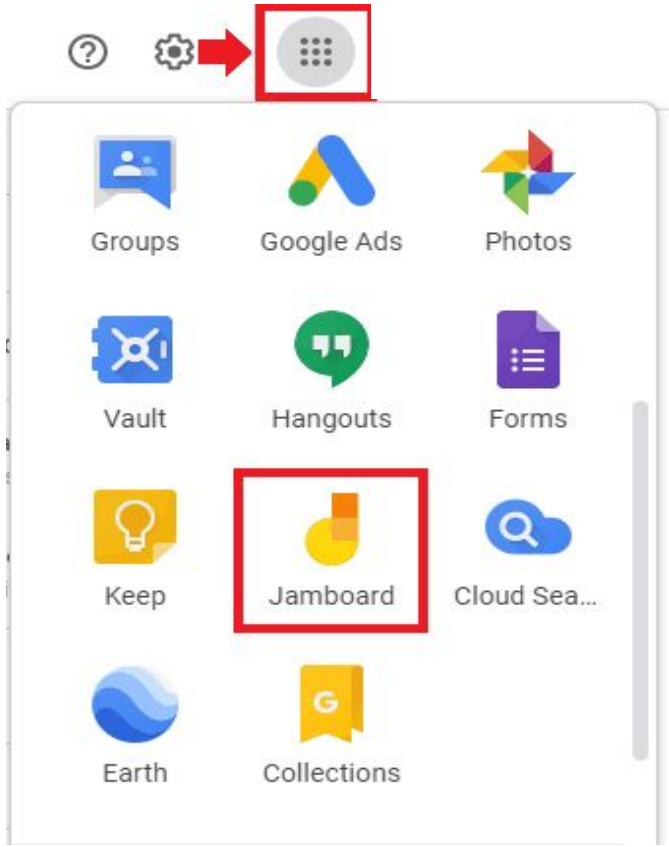
Kahoot!

European Capitals
Espen
hoo
1902
2 out of 25
Daniella
Ka
1744
2 out of 25
Isabella
t!
1663
2 out of 25

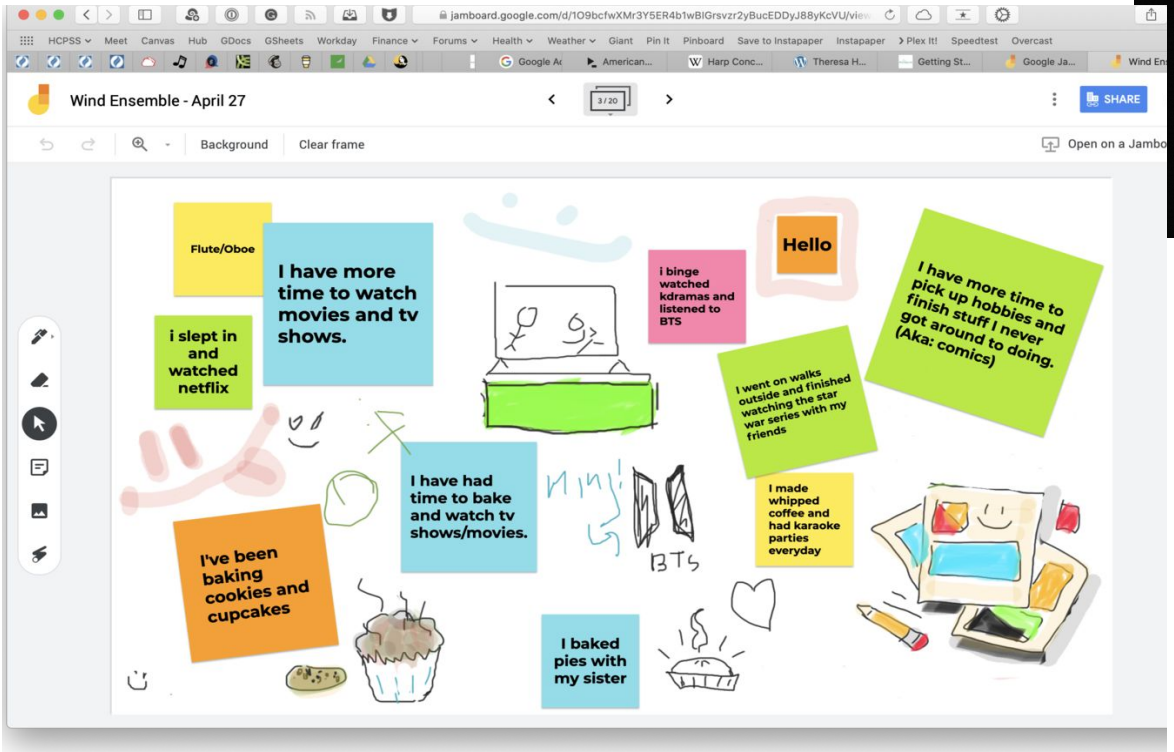
Breakout for impact

- 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


Groups
Google Ads
Photos
Vault
Hangouts
Forms
Keep
Jamboard
Cloud Sea...
Earth
Collections

Jamboard



tinyurl.com/jamboard5000

Virtual Library Events

aka Breaks & Opportunities

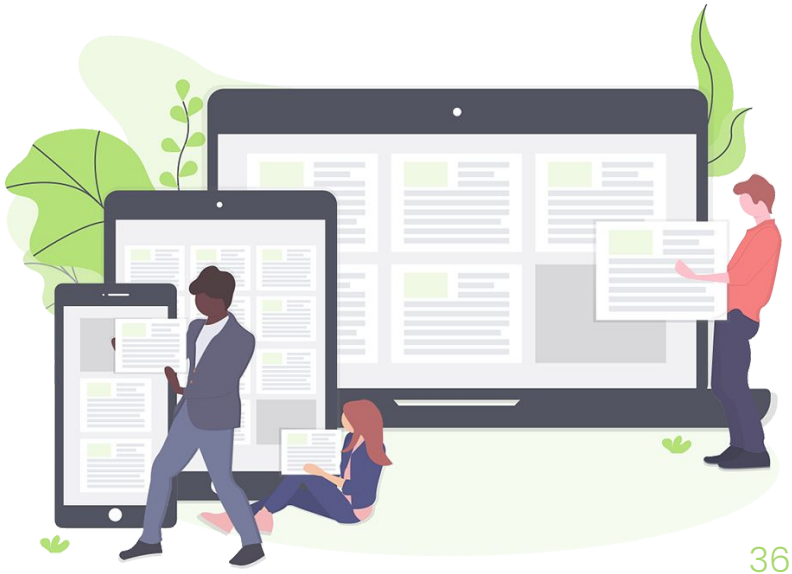
- Escape library-type boundaries. Offer cooking, trivia, resume building events in every library type.
- Led by all kinds of people - not just outreach or programming librarians!
- Bring pets, colorful backgrounds, casualness to learning - we're all experiencing virtual life fatigue!

aka Breaks & Opportunities

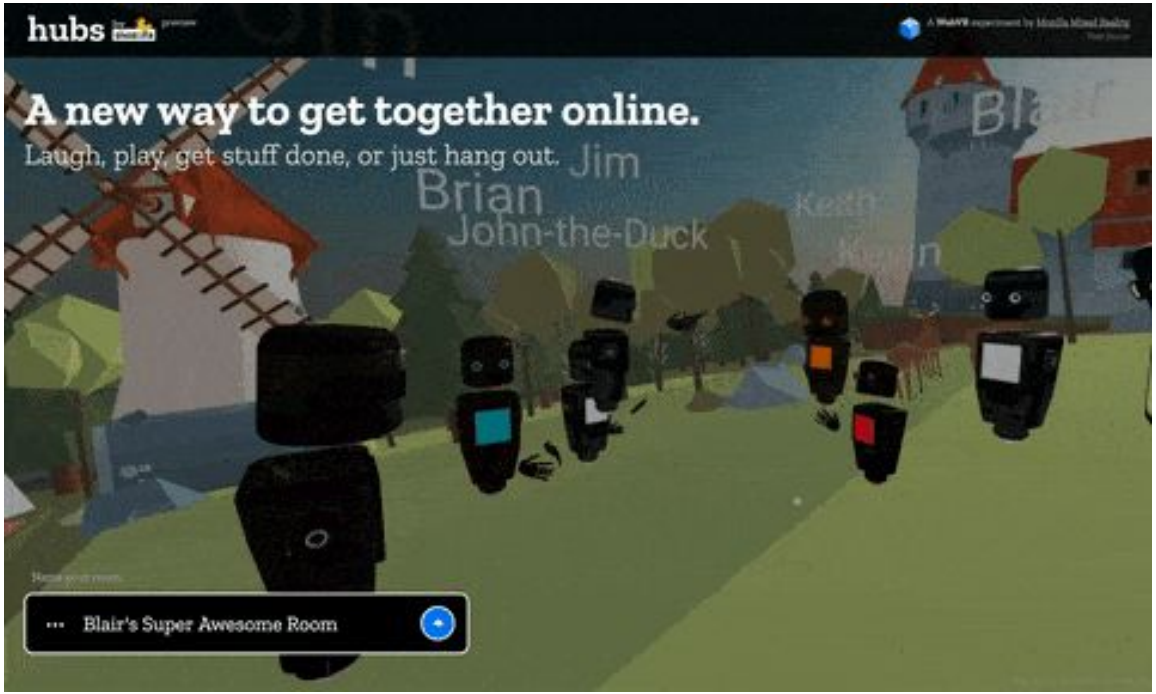
- Curate local events to your calendar for more connections. Pool resources in one shared spreadsheet with library and external events.
- Possibly wearing library colors or branded shirt to distinguish library content.
- Stream to YouTube or Facebook for public access.

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/

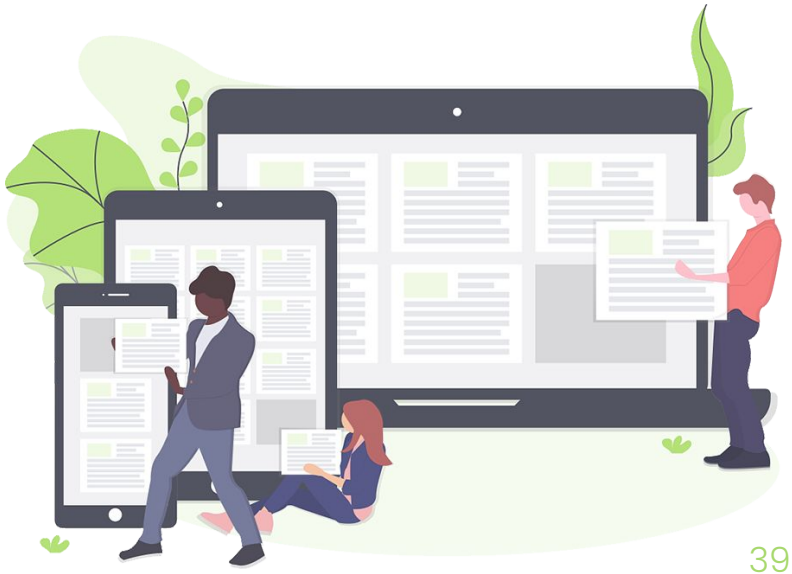


Asynchronous Activities

Strategies and Best Practices

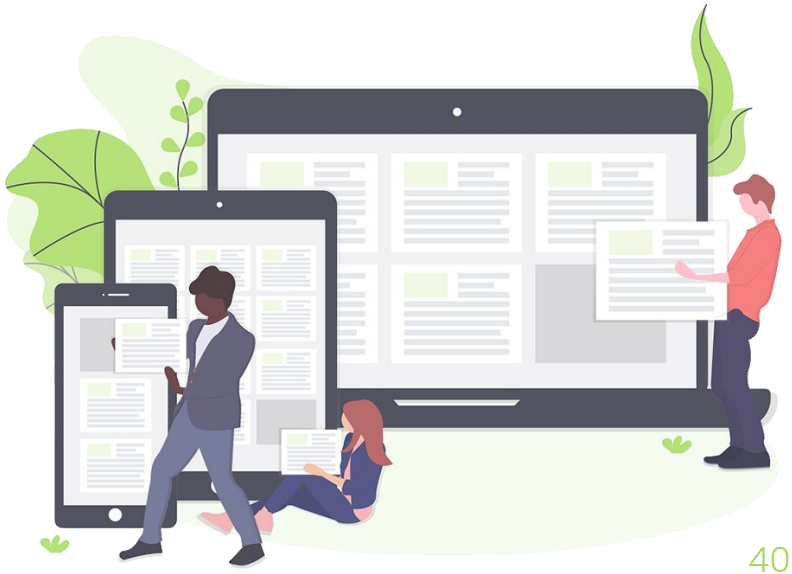
Recordings are not enough

- 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



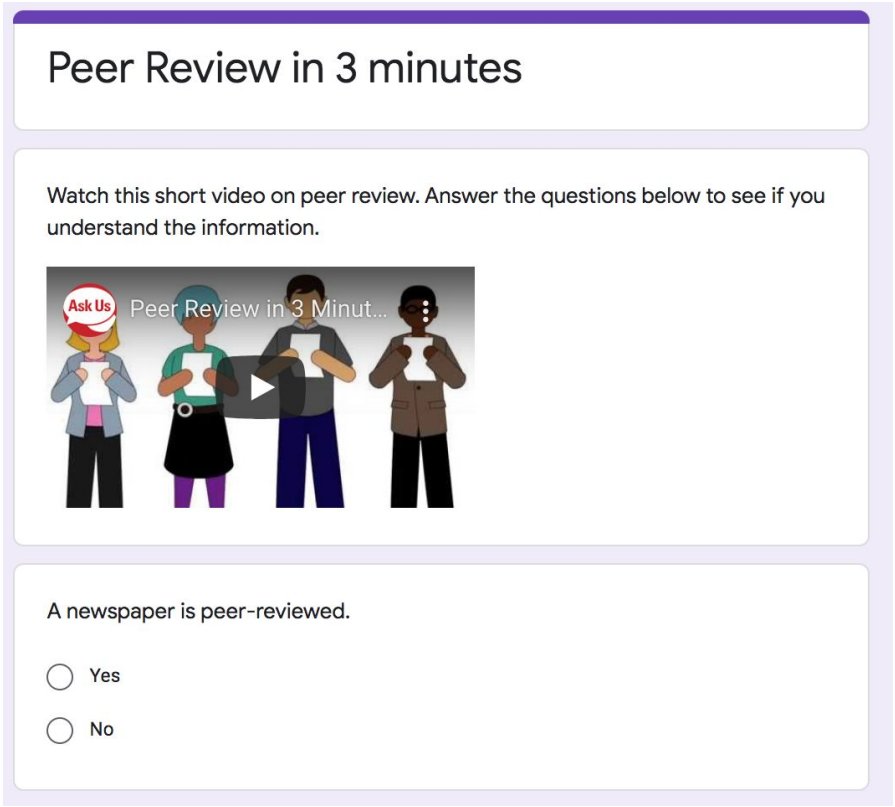
Recordings are not enough

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

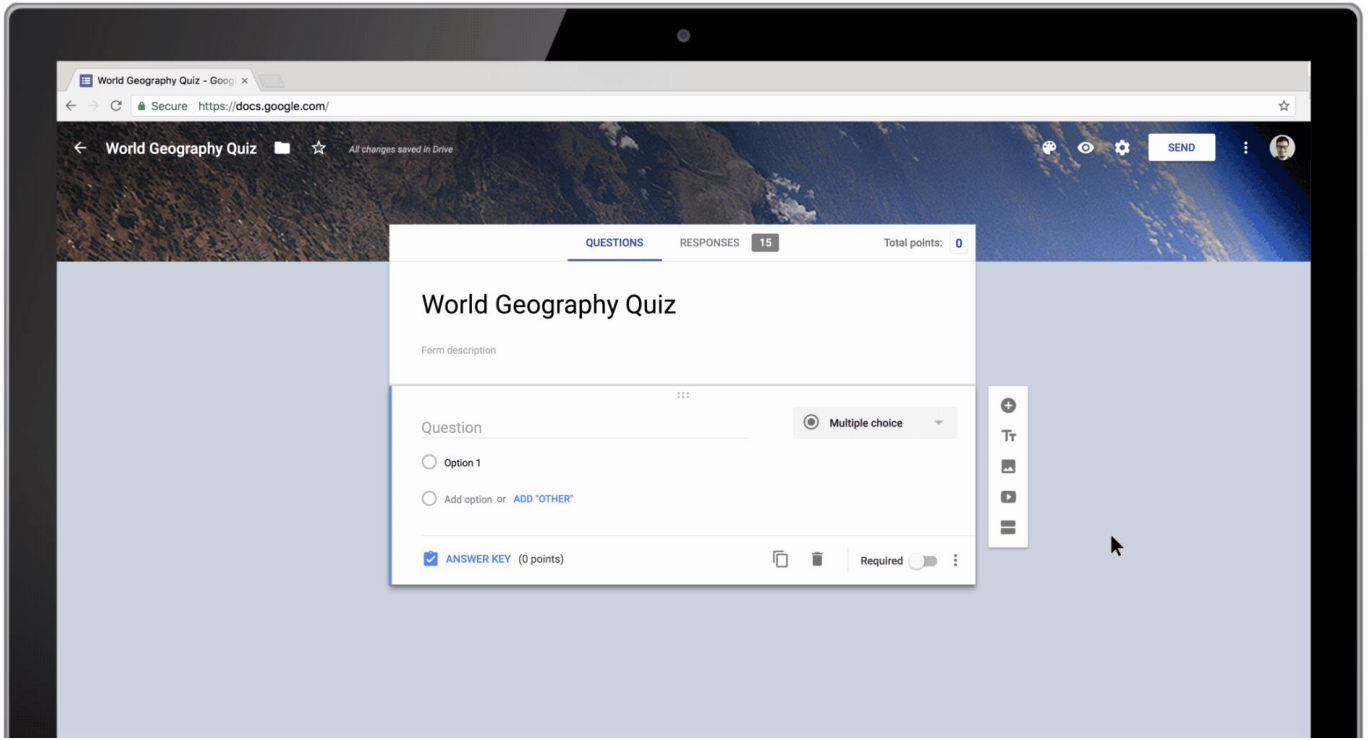


Video quiz with Google Forms

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



Google Forms quiz



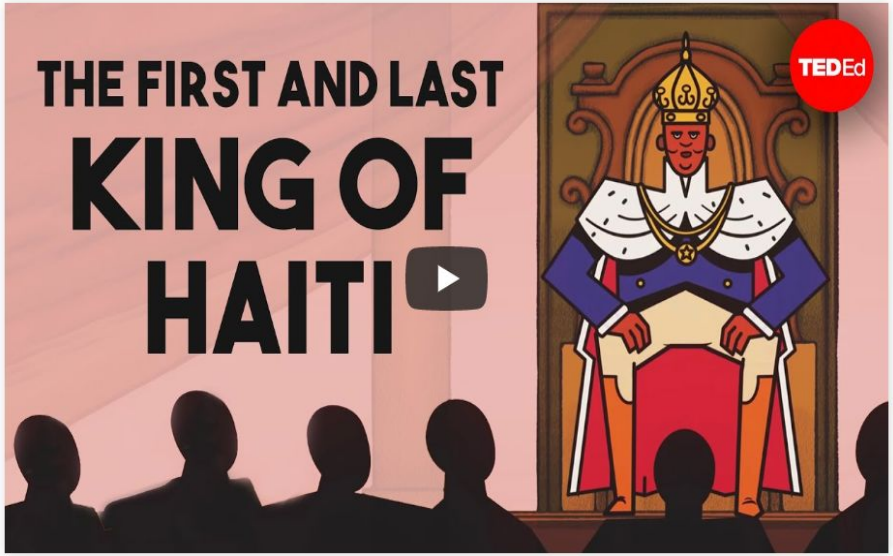
Google Forms quiz

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.



Watch

Think

Dig Deeper

Discuss

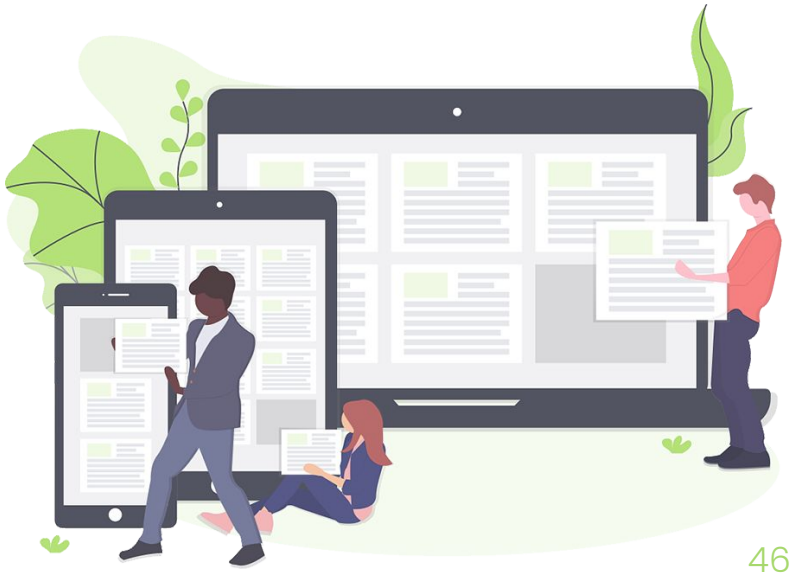
Customize This Lesson 5

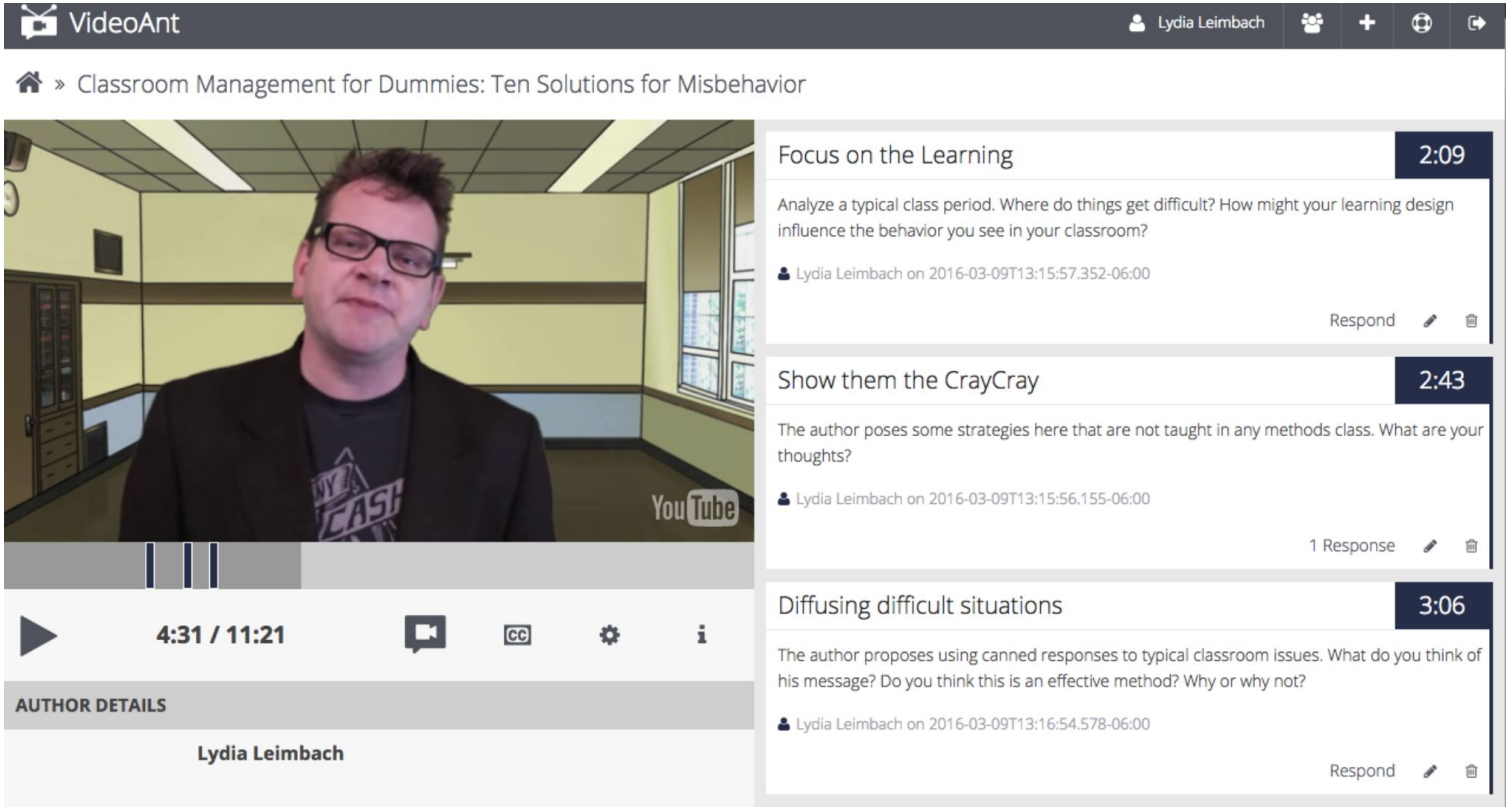
Create and share a new lesson based on this one.

Ted-Ed module

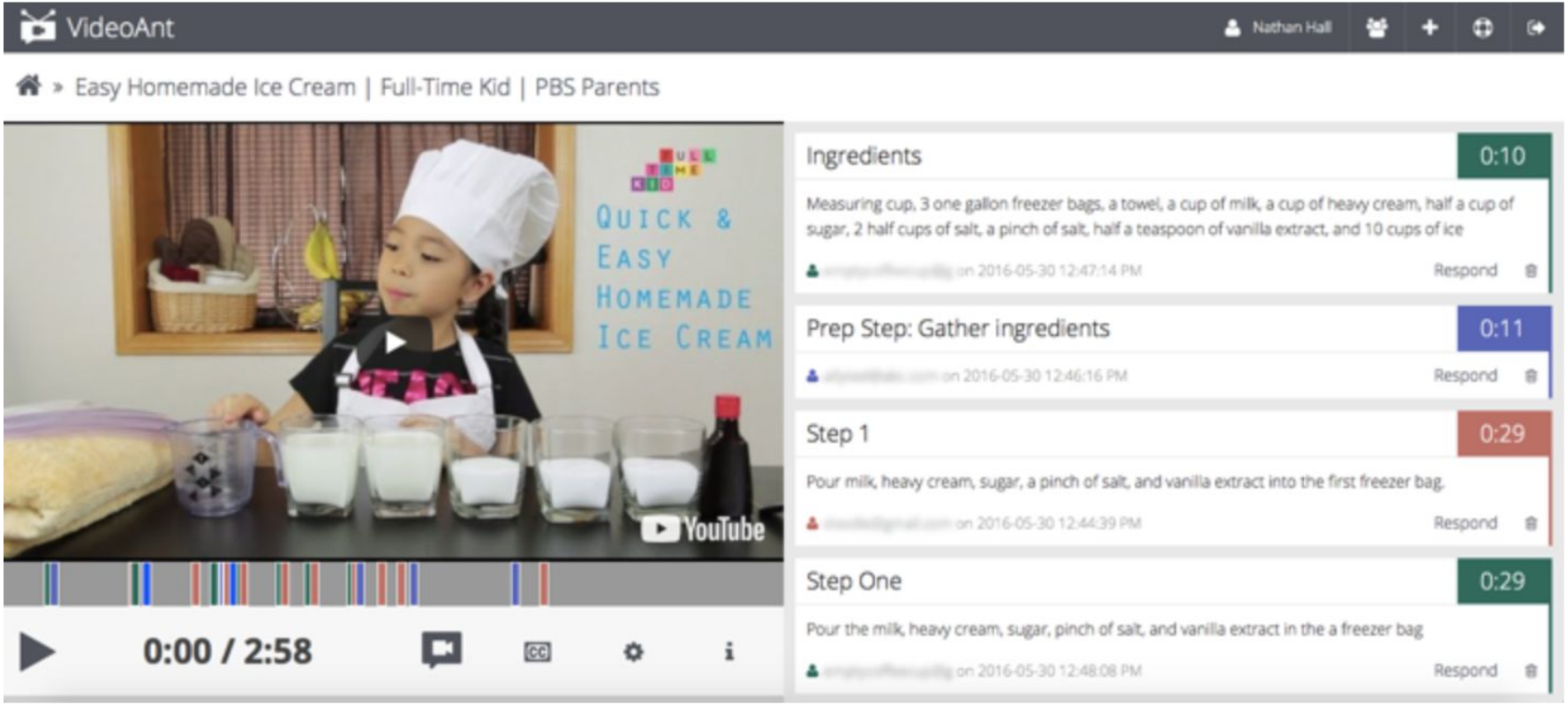
Build interaction with VideoAnt

- 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




VideoAnt
Lydia Leimbach
» Classroom Management for Dummies: Ten Solutions for Misbehavior
YouTube
4:31 / 11:21
AUTHOR DETAILS
Lydia Leimbach
Focus on the Learning
2:09
Analyze a typical class period. Where do things get difficult? How might your learning design influence the behavior you see in your classroom?
Lydia Leimbach on 2016-03-09T13:15:57.352-06:00
Respond
Show them the CrayCray
2:43
The author poses some strategies here that are not taught in any methods class. What are your thoughts?
Lydia Leimbach on 2016-03-09T13:15:56.155-06:00
1 Response
Diffusing difficult situations
3:06
The author proposes using canned responses to typical classroom issues. What do you think of his message? Do you think this is an effective method? Why or why not?
Lydia Leimbach on 2016-03-09T13:16:54.578-06:00
Respond

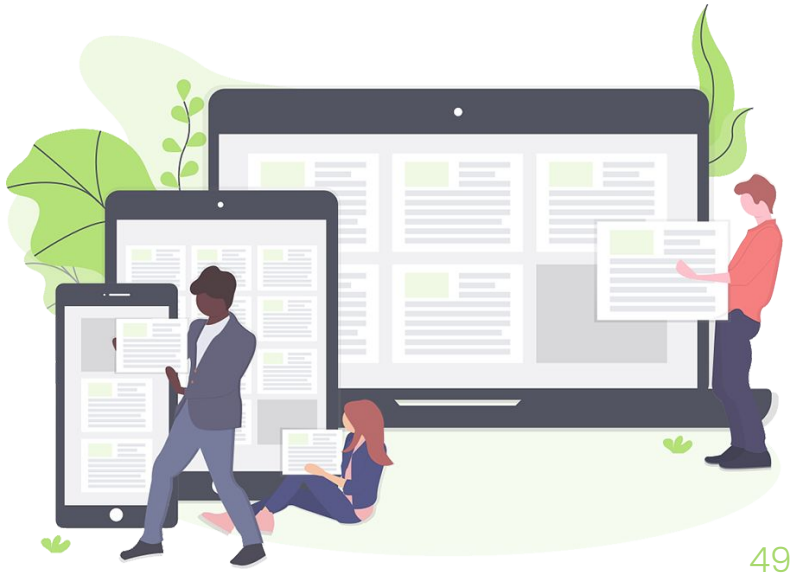
VideoAnt


VideoAnt
Nathan Hall
» Easy Homemade Ice Cream | Full-Time Kid | PBS Parents
QUICK & EASY HOMEMADE ICE CREAM
YouTube
0:00 / 2:58
Ingredients
0:10
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, and 10 cups of ice
on 2016-05-30 12:47:14 PM
Respond
Prep Step: Gather ingredients
0:11
on 2016-05-30 12:46:16 PM
Respond
Step 1
0:29
Pour milk, heavy cream, sugar, a pinch of salt, and vanilla extract into the first freezer bag.
on 2016-05-30 12:44:39 PM
Respond
Step One
0:29
Pour the milk, heavy cream, sugar, pinch of salt, and vanilla extract in the a freezer bag
on 2016-05-30 12:48:08 PM
Respond

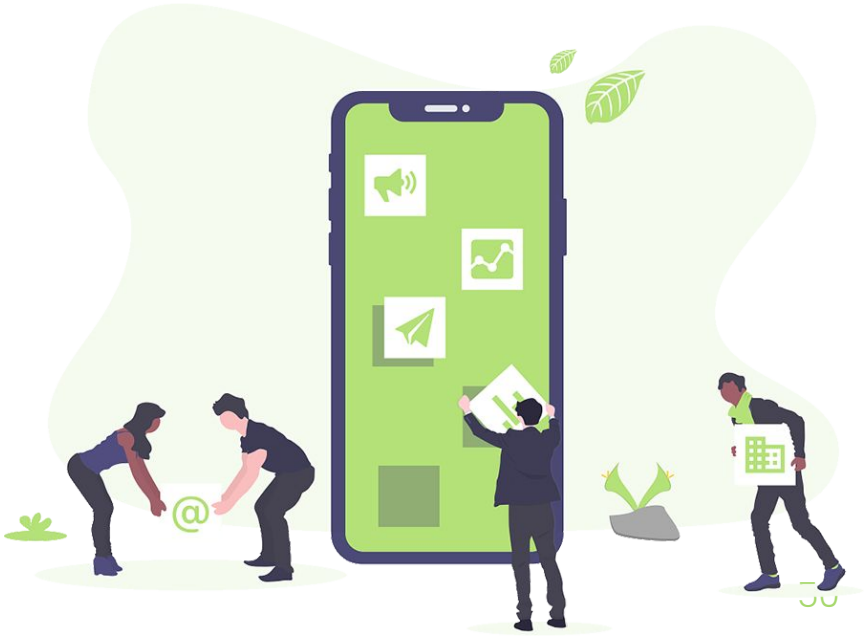
VideoAnt

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

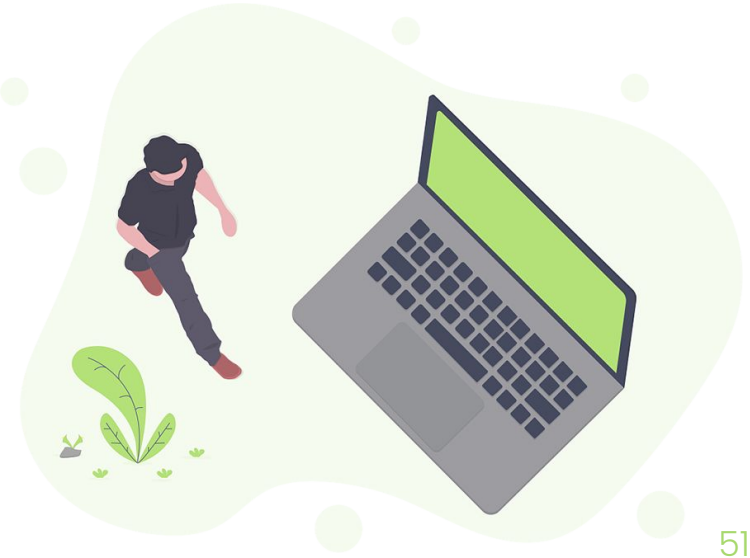
Discussions can be reviewed by instructor for info lit assessment

Cons

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

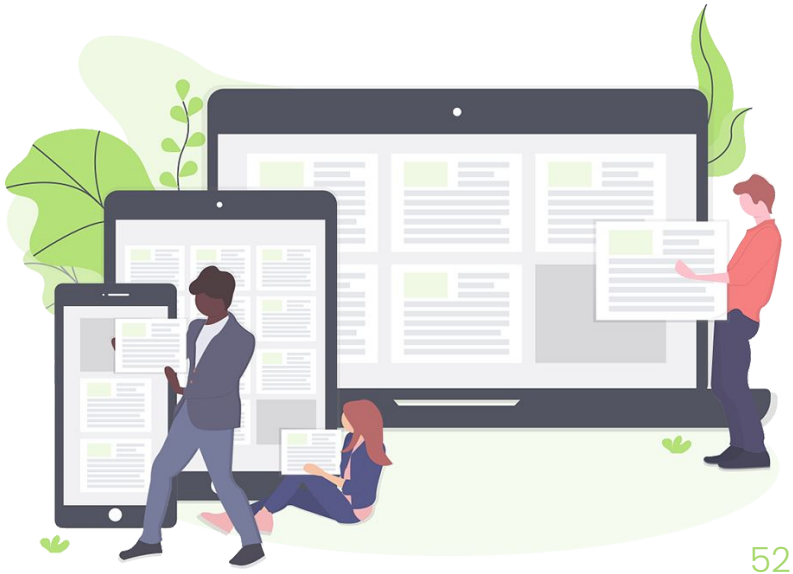
Not optimized for mobile posts or alerts

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

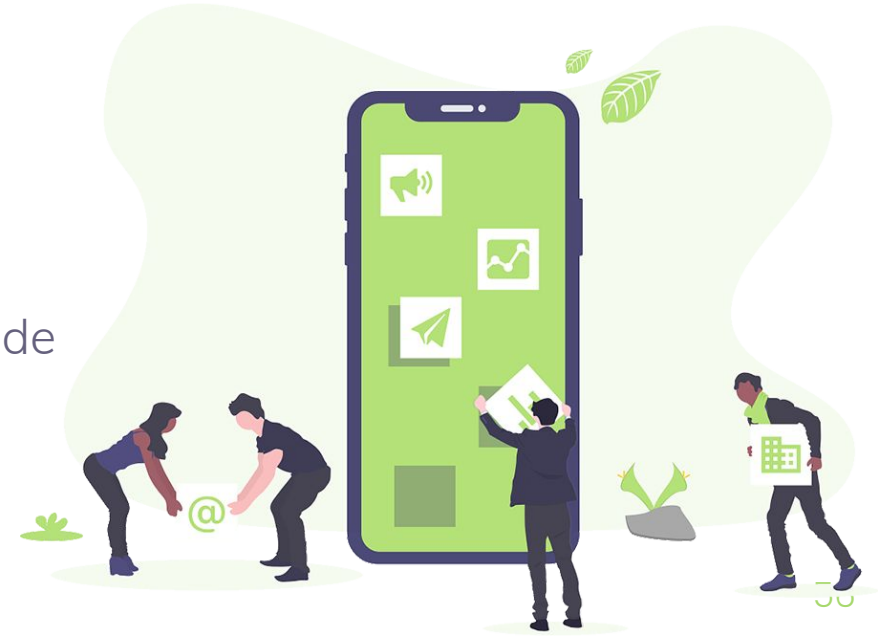
I.	• Inquire: build knowledge, think critically, problem solve	• Choosing a Topic • Gathering Information
II.	• Include: Understand and commit to inclusion and diversity	• Describe Different Viewpoint • Debate the Pros and Cons
III.	• Collaborate: Work with others to broaden perspective and achieve a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

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

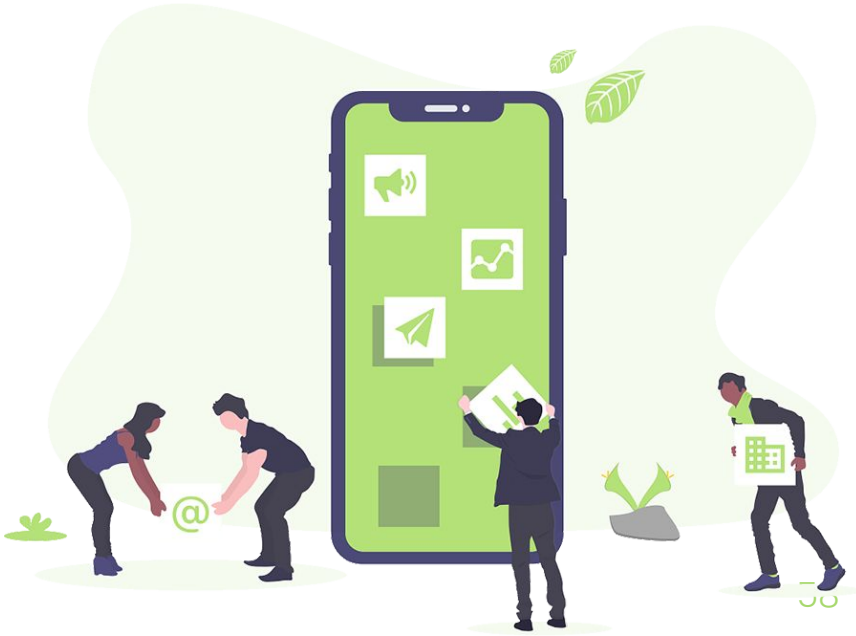
- Spark discussions or design assignments that encourage personal sharing of experience, culture, value or goals.
- Have learners find evidence for their classmates opinions or observations.
- Design group activities that require everyone to take a role. This creates pride and trust in the group and 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/screenshots 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

YouTube	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
Reddit	Create Q&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
Facebook	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
Mendeley/Zotero	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

> Learners have a deeper experience when they connect information to real-world scenarios or personal goals.

Social media activities

YouTube	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?
Pinterest	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
Twitter	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

Social media activities

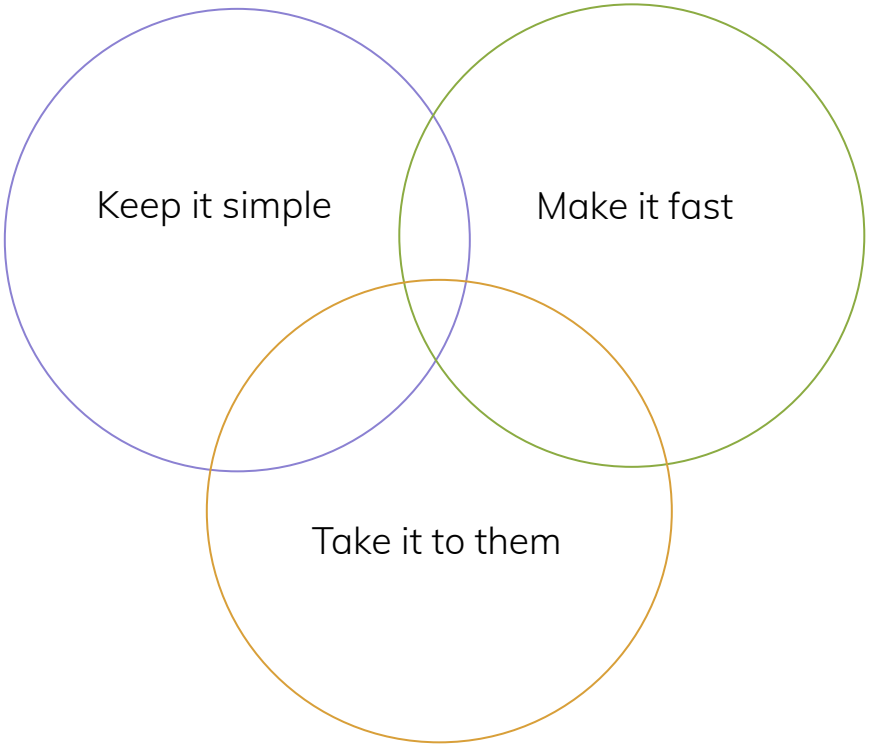
Yelp	Have students select criteria from the Yelp filters - expense ($, $$, $$$); open now; take out available. Apply the same filtering concept to catalog, discovery system, or database.
Instagram	Ask students to identify content that has been “reposted” or stolen on Instagram. What is the community 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.

Just in Time

Principle of Least Effort

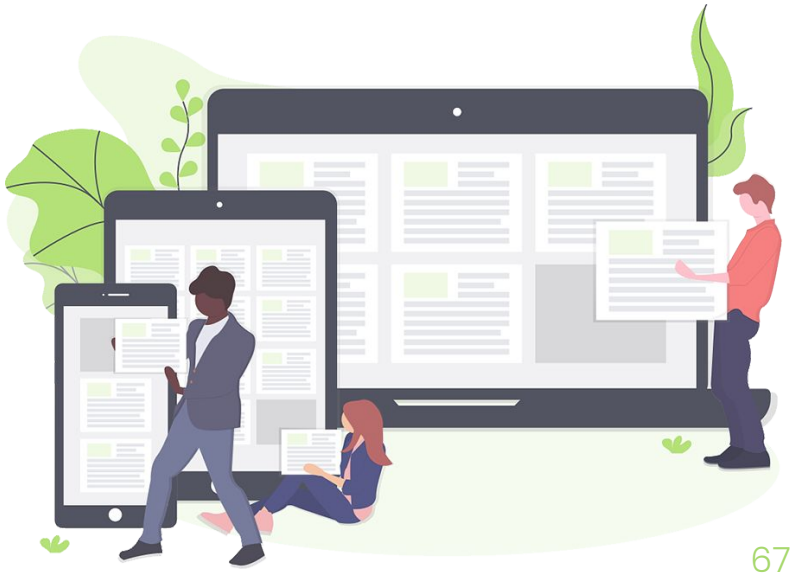
Let it guide you!

Principle of Least Effort



Just in time

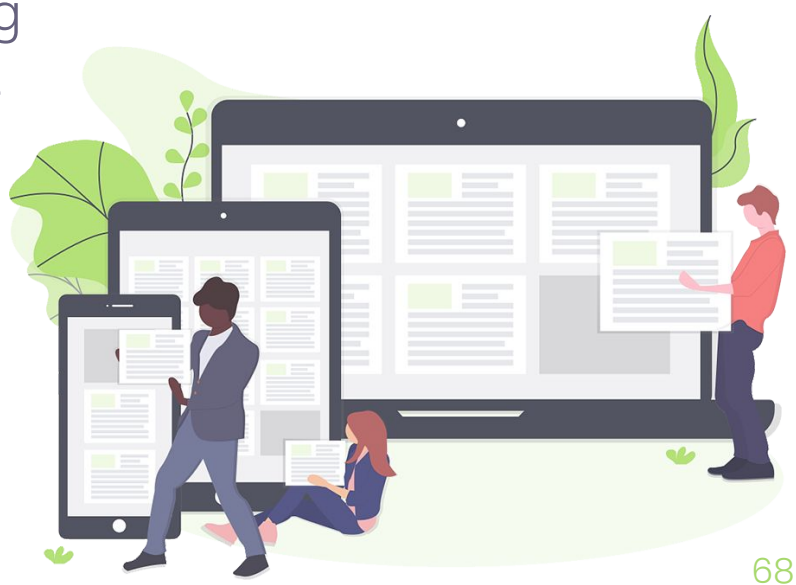
- GIFs, videos, dedicated chat on popular pages
- In the discovery system
- In database search interfaces
- Proactive chat
- Chatbot mediation?



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

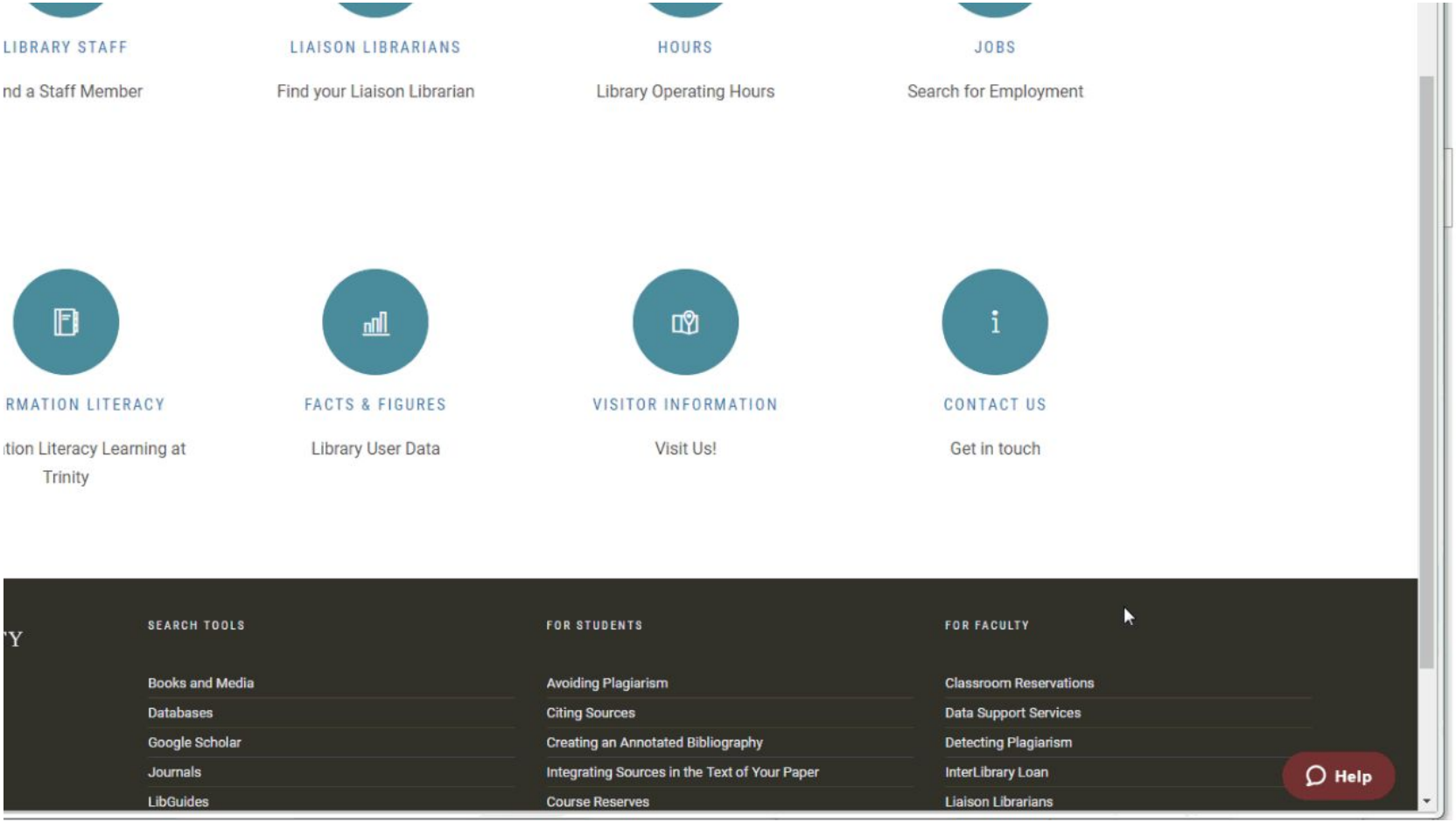
No voiceovers required; Can be made with existing videos

Where they are

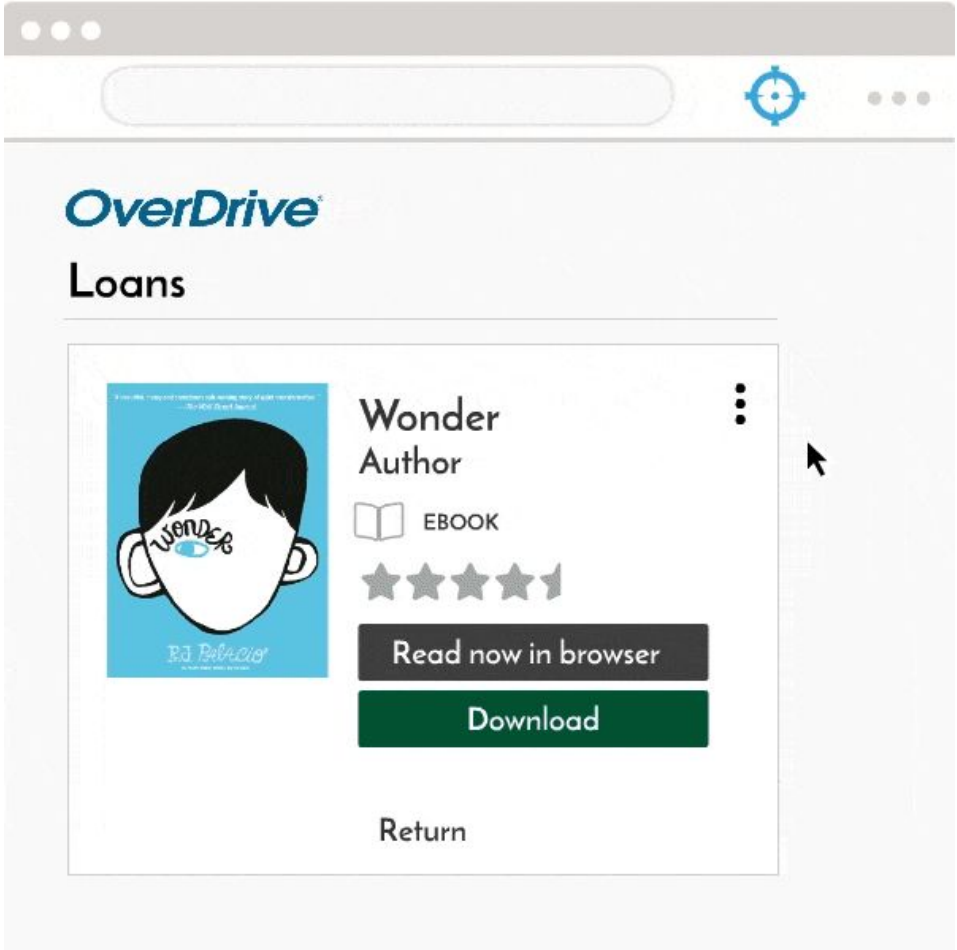
GIFs are embedded almost anywhere as images - just plop them into any help site

Easy to share via social media

Alternative textual directions a must!



Coates Library, Trinity University https://lib.trinity.edu/contact-us/



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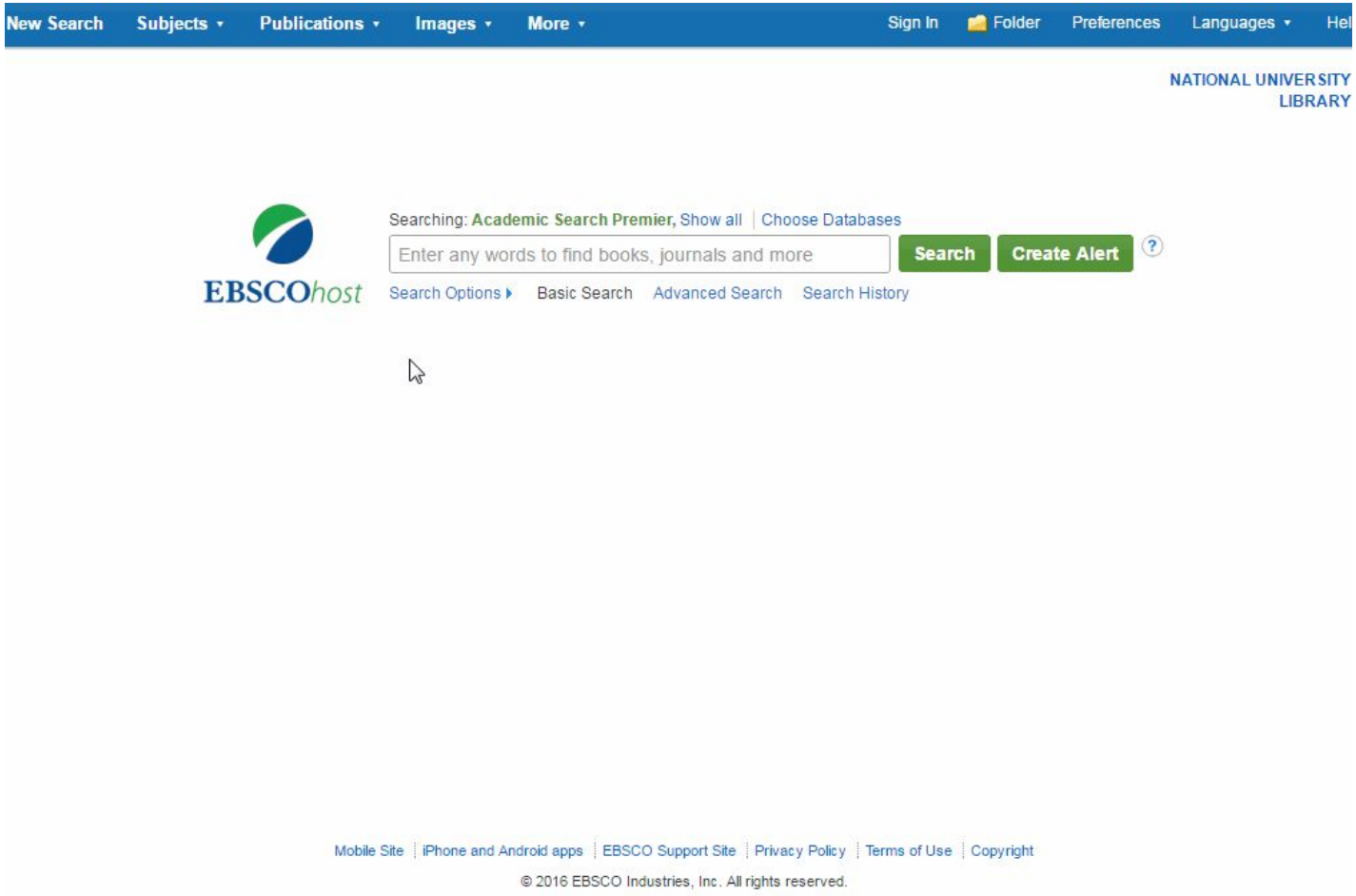
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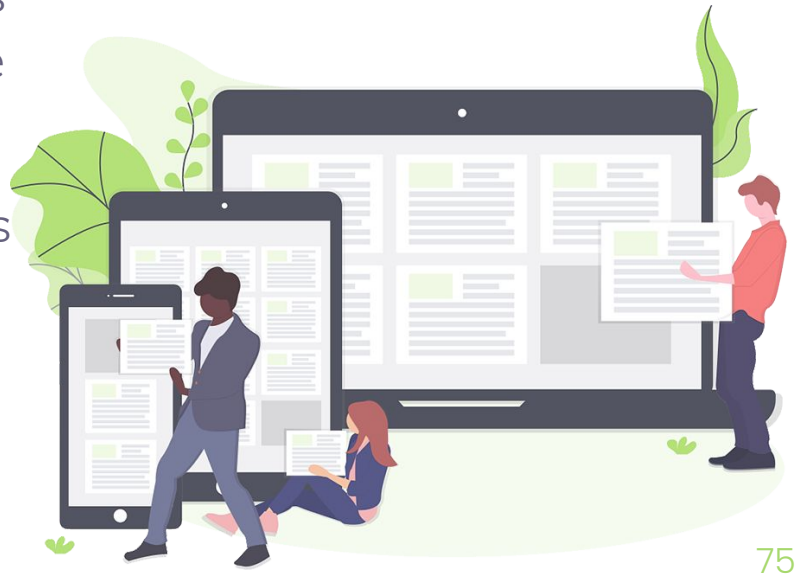
Virtual reference

- 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%

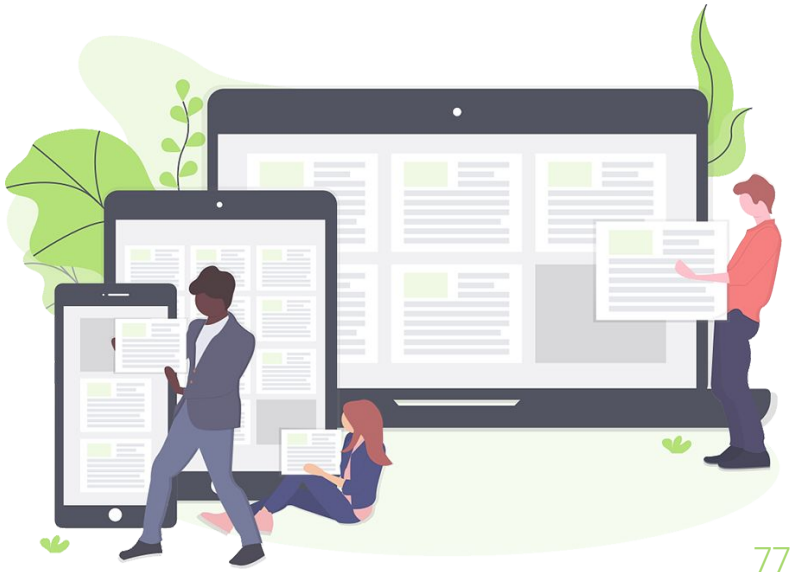
High level reference questions using proactive versus patron-initiated at John Carroll Univ.

93%

Of proactive chat widget users at Penn State found it helpful for database searching.

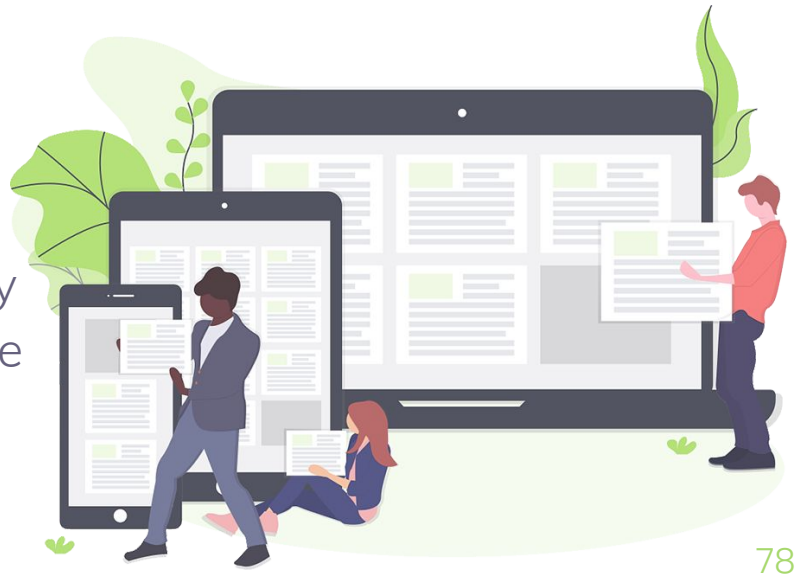
Proactive chat tips

- 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)

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Kingbot
Online

Kingbot

Hi there! I'm Kingbot, an AI bot for the SJSU Library. SJSU librarians are currently offline, but I can try to answer your library questions.

What brings you in? :)

Chat by Kommunicate.io

“Libraries always remind me that there are good things in this world.

- Lauren Ward

“Self-care” Illustrations by Paru Ramesh

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*