

From WebCT to Moodle: Online Information Literacy Instruction at Oakland University

Presented by:

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Oakland University

- Carnegie Doctoral/Research University
- Approx. 30 miles N of Detroit
- 18,000 students
- Primarily commuters

Course-Integrated Library Instruction with RHT 160

- Rhetoric 160—Composition II
 - 30-40 sections in fall, 85-100 sections in winter
 - Pre-WebCT: three face-to-face contact hours with a librarian
 - With WebCT/Moodle: online instruction followed by two contact hours with a librarian

WebCT Course Menu

(ca. 2001)

The screenshot shows a Microsoft Internet Explorer browser window displaying the WebCT course menu for RHT-160-027. The browser's address bar shows the URL: http://webct.oakland.edu:8080/SCRIPT/11216200210/scripts/serve_home. The WebCT interface includes a navigation bar with links for MYWEBCT, RESUME COURSE, COURSE MAP, RESOURCES, LOG-OUT, and HELP. Below this, there are radio buttons for 'Home' (selected) and 'Designer Options'. The main content area displays the course title 'RHT-160-027' and 'Home', followed by a grid of course menu items, each with an icon and a link:

- [I. Library Pre-Test](#) (Icon: notepad and pencils)
- [II. Library Basics](#) (Icon: folder)
- [III. Voyager](#) (Icon: folder)
- [IV. FirstSearch](#) (Icon: folder)
- [V. Library Post-Test](#) (Icon: notepad and pencils)
- [Glossary](#) (Icon: book with magnifying glass)
- [Kresge Library Web Site](#) (Icon: chain link)

A left-hand sidebar contains a 'Hide Navigation' button and two sections: 'Control Panel Visible to Designers' with links like 'Take Guided Tour' and 'Manage Course', and 'Course Menu' with a list of course items including 'Homepage', 'I. Pre-Test', 'II. Library Basics', 'III. Voyager', 'IV. FirstSearch', 'V. Post-Test', 'Glossary', and 'Library Web Site'. The browser's status bar at the bottom shows 'Done' and 'Internet'.

Interactive Quizzes

Search by: (* = limits unavailable)
Title (omit initial articles: the, a, an)
Journal Title (omit initial articles)
Author/Name* (last name first name)

This quiz required students to perform searches in the OPAC and then answer questions based on the results they obtained.

WebCT Quiz Interface

Library Pre-Test

Name: For professors to insert their name, click change settings (Preview)

Number of Questions: 15

Finish Help

Question 1 (1 point)

Which database do you use to find out if Kresge Library has a certain book?

- 1. Voyager
- 2. FirstSearch
- 3. InfoTrac
- 4. Lexis/Nexis

Save answer

Unanswered				
Answered				
1	2	3	4	5
6	7	8	9	10
11	12	13	14	15

Students had to click "Save answer" after every question on all the quizzes.



Lessons Learned from Our First Foray into Online Instruction

- Not all content is suitable for online tutorials
- A linear arrangement can help students stay focused
- “Post-test” vs. “Final Exam”
- Grades are great motivators!

“MyMoodle” Course Listing

(ca. 2008)

Overview of my courses - Mozilla Firefox

File Edit View History Bookmarks Yahoo! Tools Help

https://moodle.oakland.edu/moodle/my/

You are logged in as Mariela Gunn (Logout)

Oakland University Moodle

MyMoodle Overview of my courses

Winter Semester 2008:

Library Instruction for Rhetoric 160 - Winter 2008

Lesson: [Library Pre-Test](#)
Lesson closes on Thursday, 1 May 2008, 06:10 AM
25730 attempts

Lesson: [Library Tutorials and Quizzes](#)
Lesson closes on Thursday, 1 May 2008, 09:15 AM
58969 attempts

Lesson: [Library Final Exam](#)
Lesson closes on Thursday, 1 May 2008, 07:00 AM
23822 attempts

MGT-110-17395-Contemp World Business

Forum: [Questions on the Chapters](#)
2 posts since last login

Forum: [Sharing the News Discussion #2](#)
1 posts since last login

Forum: [My Personal Ethics](#)
23 posts since last login

Campus Closed Mon. April 14, 2008

Done moodle.oakland.edu

**Library content
appears alongside,
rather than within,
students' other
courses**

Group Creation in Metacourse

The screenshot shows a Mozilla Firefox browser window with the URL <https://moodle.oakland.edu/moodle/group/index.php?id=15514>. The breadcrumb trail is **MyMoodle > rht160libraryW08 > Participants > Groups**. The page title is **rht160libraryW08 Groups**. There are two tabs: **Groups** and **Overview**. The main content area is divided into two columns: **Groups:** and **Members of: 10956 (19)**. The **Groups:** column contains a list of group IDs with their respective member counts, with **10956 (19)** selected. The **Members of: 10956 (19)** column shows a list of student names under the heading **Student**. At the bottom of the interface, there are four buttons: **Edit group settings**, **Add/remove users**, **Delete selected group**, and **Create group**. The status bar at the bottom left says "Done" and the bottom right shows the URL moodle.oakland.edu.

Group ID	Members
10875	(21)
10897	(21)
10905	(20)
10913	(22)
10918	(20)
10923	(19)
10927	(22)
10956	(19)
10958	(19)
10959	(18)
10961	(22)
11086	(22)
11092	(17)
11096	(12)
11116	(20)

Student
Ilyssa Beltzman
Barbara Berg
John Culcasi
Tara Felock
Catherine Gasior
Irma Gotvald
Jamie Hine
Meghan Lauer
Teresa Lyons
Sean McClellan
Lacie Melasi
Rachel Morris
Katie Nachwostach
Rhiannon Rhoades

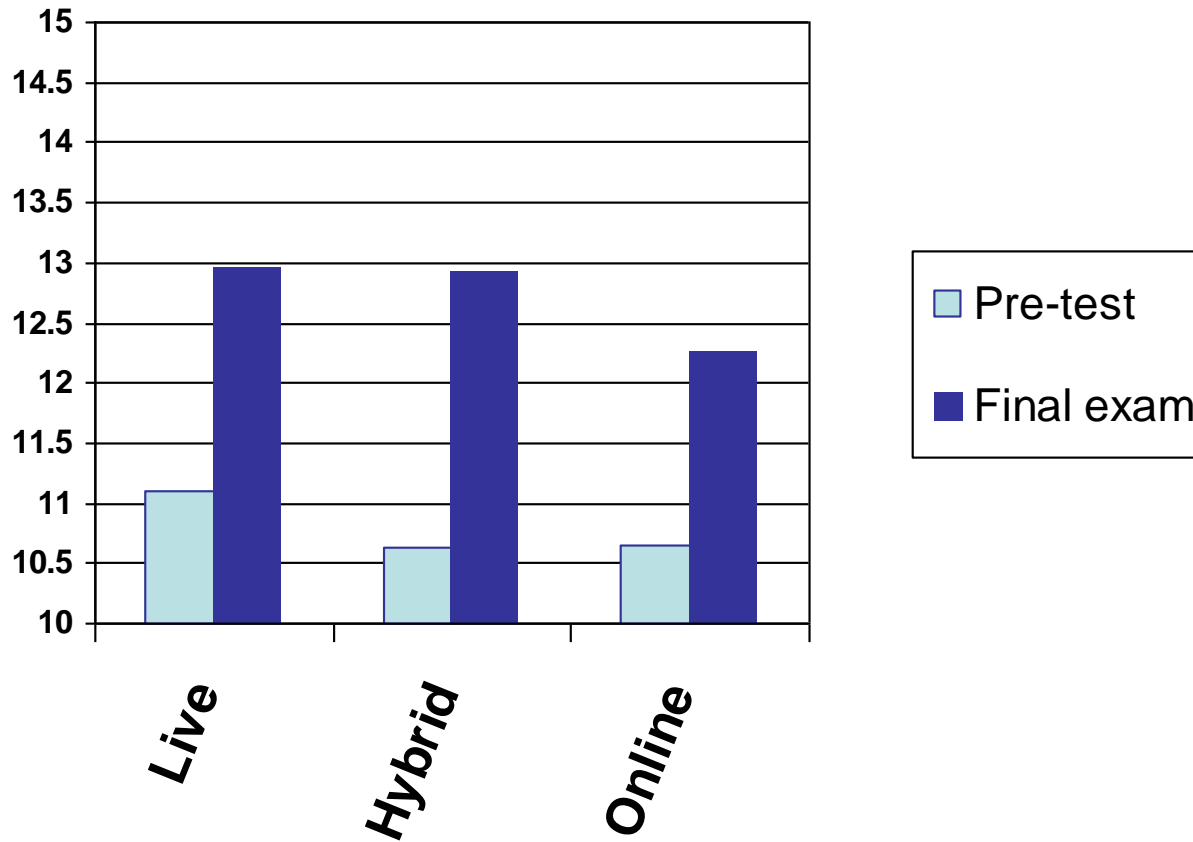
For easy tracking of grades and completion rates, students are assigned to groups according to RHT 160 section



Current Content of “Library Instruction for RHT 160”

- Pre-Test (16 questions)
- Library Locations (w/ 5 quiz questions)
- Library Facts (w/ 10 quiz questions)
- Library Catalog Basics (w/ 11 quiz questions)
- Popular vs. Scholarly (w/ 3 quiz questions)
- Intro to Keyword Searching (w/ 3 quiz questions)
- Final Exam (16 questions)

Pre-test and Final Exam Mean Scores, by Instruction Type



DNP Online Library Instruction

The screenshot shows a Moodle course page in a Mozilla Firefox browser. The browser title is "Course: DNP Online Library Instruction - Winter 2008 - Mozilla Firefox". The address bar shows the URL "https://moodle.oakland.edu/moodle/course/view.php?id=15654". The page header includes "MyMoodle" and "DNPLibraryW08". The main content area is titled "Topic outline" and contains the following sections:

- 1 Pre-Test**
 - [Preliminary Survey](#)
- 2 Handouts**

Please print out these handouts before beginning the tutorials. Some of the tutorials will refer to individual handouts posted here, so please keep them handy.

 - [Keyword Searching](#)
 - [Off-Campus Login Screen](#)
- 3 Tutorials**

These tutorials will introduce you to some important library resources and demonstrate their use.

 - [Scholarly vs. Non-Scholarly Sources](#)
 - [Guided Tour of the School of Nursing Resources Page](#)
 - [ILLiad Registration](#)
 - [Introduction to Keyword Searching](#)
 - [Full-Text Articles in CINAHL](#)
 - [Retrieving CINAHL Articles Not Available in Full-Text](#)
 - [Does the Library Have the Item I Need?](#)

A red note on the right side of the page reads: "NOTE: You must turn off any pop-up blockers on your computer in order for this course to function properly." The left sidebar contains navigation menus for "People", "Activities", "Search Forums", "Administration", and "My courses". The footer of the browser window shows "Done" and "moodle.oakland.edu".

Each tutorial is portable; housed on library server

Study of DNP Online Library Instruction Course

- 12 respondents (30%)
- Initial Results:
 - Only one student had any prior library instruction
 - Post-test scores were much improved from the pre-test scores
 - Confidence levels in research abilities increased for nearly every student from the pre- to post-test
 - Every respondent either *agreed* or *strongly agreed* that the library instruction course was a valuable use of their time

Library Instruction On-Demand

The screenshot shows a Mozilla Firefox browser window titled "Overview of my courses - Moodle". The address bar displays the URL "https://moodle.oakland.edu/moodle/my/index.php?edit=0". The page content is organized into a sidebar and a main area. The sidebar includes "Oakland University Moodle" with a description, a link to download Firefox, and links for "Moodle Help Instructions and Workshop handouts", "Request Help", and "Move Course Content to New Semester". Below the sidebar is an "Internal Email" section. The main area is titled "Winter Semester 2008:" and lists several courses: "Library Instruction - NRS531 - Winter 2008", "Library Instruction - NRS452 - Winter 2008", "DNP Online Library Instruction - Winter 2008", "Library Instruction for Rhetoric 335 - Winter 2008", "HC-207-17803-Second Life:Virtual Environm...", "Library Instruction for Rhetoric 160 - Winter 2008", and "Library Instruction for Rhetoric 335 - Winter 2008". Under the "HC-207-17803-Second Life:Virtual Environm..." course, there are three assignments: "Upload Statement for Project #1: Construction" (due Tuesday, 29 January 2008, 10:00 PM), "Upload Statement for Project #2: Explorations Tues" (due Tuesday, 12 February 2008, 10:00 PM), and "Upload Statement for Final Project" (due Wednesday, 23 April 2008, 11:00 PM). Under the "Library Instruction for Rhetoric 160 - Winter 2008" course, there is a lesson titled "Library Pre-Test" which closes on Thursday, 1 May 2008, 06:10 AM and has 25730 attempts. The status bar at the bottom shows "Done" and "moodle.oakland.edu".

Content for these courses was drawn from existing instructional content at the point of need.



Benefits of Offering Library Instruction via LMS

- Gradebook data can be used for assessment
- Appearance alongside other courses in the CMS lends weight to library instruction
- No additional technology learning curve for students
- Tutorials can be picked “buffet style” for use in other classes; creates more flexible instructional program



Special Considerations when Offering Library Instruction via LMS

- Systems designed with semester-long courses in mind; some systems are easier to adapt than others
- Content is not available to general public
- Possible editing issues
- Possible training issues, esp. for faculty



Future Plans

- “Phase 2” of RHT 160 study
- LIB 200
- LIB 501
- More online instruction!



For More Information . . .

- Kraemer, E. W. (2003). Developing the online learning environment: The pros and cons of using WebCT for library instruction. *Information Technology and Libraries*, 22(2), 87-92.
- Kraemer, E. W., Lombardo, S. V., & Lepkowski, F. J. (2007). The librarian, the machine, or a little of both: A comparative study of three information literacy pedagogies at Oakland University. *College & Research Libraries*, 68(4), 330-342.



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