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

Presented by:
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- 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)
This quiz required students to perform searches in the OPAC and then answer questions based on the results they obtained.
Every quiz link in WebCT takes users to this quiz interface, where the appropriate quiz is selected. This will open a new window. 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)

Library content appears alongside, rather than within, students’ other courses.
Group Creation in Metacourse

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

- Live
- Hybrid
- Online

Pre-test
Final exam
DNP Online Library Instruction

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
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 . . .


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