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There's No I in Team: Collaborative Development of Online Instructional Modules

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There’s No I in Team: Collaborative Development of Online Instructional Modules

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History & Background

- UGE1000 – 2 week library component
- Eliminated ~5 years ago
- Quickly apparent students still needed:
  - Library Research Instruction
  - Anti-plagiarism Information
  - Citation Building Assistance
- Increased demand for Instruction in Freshman General Education courses.
Experience with BA1010

Critical Thinking for Consumer Decision Making

- 4-5 sections each semester w/150 students in each section
- Initial request came at the behest of the Assistant to the Provost
- Had only 2 weeks to prepare for the first sessions
- Each year tried to improve the quality of the instruction & assignment
BA1010 Timeline

• 1\textsuperscript{st} Year—2 x 2.75 hour sessions requiring 6 librarians for each section each week=>125-145 librarian hours for the 2 weeks
  ▫ Reference Question “Treasure Hunt”
  ▫ Lab Worksheet
• 2\textsuperscript{nd} Year—3 repurposed online modules + 1 2.75 hour lab session=>65-75 librarian hours
• 3\textsuperscript{rd} Year—Developed a Series of 10-12 online modules
  ▫ Online Quiz
  ▫ Product Research Matrix
  ▫ PowerPoint
Developing the Modules

- A team approach was taken
- Team consisted of members from the entire library system
- First step was to develop a set of goals for instruction as well as promoting sustainability
- Mission statement was voted on and written by all team members
Mind Mapping

- Team decided to compose Mind Maps for the online session and each module
- Each module would have its own instructional goal and objective for student learning
- Developed a time line for each team member to create a module and organize the online materials into a cohesive “session”
Writing Learning Objectives

• After completing the mind map creators underwent an intensive session on how to write learning objectives
• Learning objectives and goal for each module was due before creator could make the online module
• Learning objectives and goals were approved by the team
BA 1010 Online Modules

- 11 modules were created; 6 of which mirrored the traditional instruction lab session
  - Public Web vs. Library Databases
  - Popular Magazine vs. Scholarly Journal*
  - Searching ABI/Inform*
  - Searching Academic OneFile*
  - Epinions*
  - Google Product Search*
  - Catalog Search
  - Preventing Plagiarism
  - Citing your sources*
  - Other vital Business Information
Reaction to the Modules

- Relatively few questions received from students in completing the assignments
- TA & Instructors found matrix easy to grade given the rubric developed
- Instructors impressed with quality of the PowerPoints and use of product review information
BlackBoard & Maintenance Issues

• Loading/Copying assignment into BlackBoard site for each section each semester cumbersome
  ▫ 10-12 modules +
  ▫ Quiz +
  ▫ 2 Instruction Sheets
  ▫ Product Research Matrix
• Current Location of folders is too deep in site
• Changes in databases=>need to change modules
• Modules too course specific to be “portable”
The Team Approach

- Overall the team worked well together
- Information was vetted by multiple people with different functions
- Modules were “storyboarded” before went live
- It was sometimes difficult to get team members to comply with deadlines
- Difficult to get team members to decide on the PowerPoint Template