5-21-2014

Re-emagining Library Guides for Independent E-learning

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Recommended Citation  
http://digitalcommons.wayne.edu/libsp/77
### Design Rubric for Course Guide

<table>
<thead>
<tr>
<th>Process</th>
<th>Minimal</th>
<th>Adequate</th>
<th>Exemplary</th>
<th>Pedagogical or Design Principle</th>
</tr>
</thead>
<tbody>
<tr>
<td>Topic selection</td>
<td>Left to student</td>
<td>Link to encyclopedia</td>
<td>Provide instruction about topic selection and link to subject-based background sources</td>
<td>Metacognition Chunking</td>
</tr>
<tr>
<td>Library resources</td>
<td>Link to database list</td>
<td>Link to selected databases with a brief text description</td>
<td>Link to a few selected databases in order of preference with instructional materials on how to search</td>
<td>Reduce cognitive load Scaffolding Chunking</td>
</tr>
<tr>
<td>Internet resources</td>
<td>Left to student</td>
<td>Link to Google Scholar search</td>
<td>Provide instruction on web evaluation; link to selected resources</td>
<td>Reduce cognitive load Scaffolding Chunking</td>
</tr>
<tr>
<td>Help</td>
<td>Link to library contact page</td>
<td>Link to contact page and embed online services</td>
<td>Direct link to liaison librarian contact info with image</td>
<td>Metacognition Confidence &amp; Reassurance</td>
</tr>
<tr>
<td>Writing assistance</td>
<td>Left to student</td>
<td>Link to the OWL guide</td>
<td>Link to specific assistance for type of assignment, built in appropriate sequence, and link to university Writing Center</td>
<td>Metacognition Scaffolding Confidence &amp; Reassurance</td>
</tr>
</tbody>
</table>

**Some general design principles:**

Use **CARP Design Principles**: Contrast, Alignment, Proximity, Repetition

Online environment allows for text + sound + graphics + video + interactive components

Content should be sequenced to best reflect the process required to complete the assignment.

One chunk answers one question about one process for one purpose

Studies have shown reading online is slower. A general principal is that online conversion of a text-based document should have no more than 50% of the original text word count. In concise writing, every word contributes to the sentence and every sentence to the educational goal.

Use bullets, numbering and font attributes to carry meaning. These graphical and textual signals can help with scanning.

Text should mirror the language of the course text, syllabus, assignment and other relevant documentation.

It is OK to repeat contextual information each place it is needed, and provide links to related information.