



Enhancing information research and learning skills through e-learning at Monash University Libraries

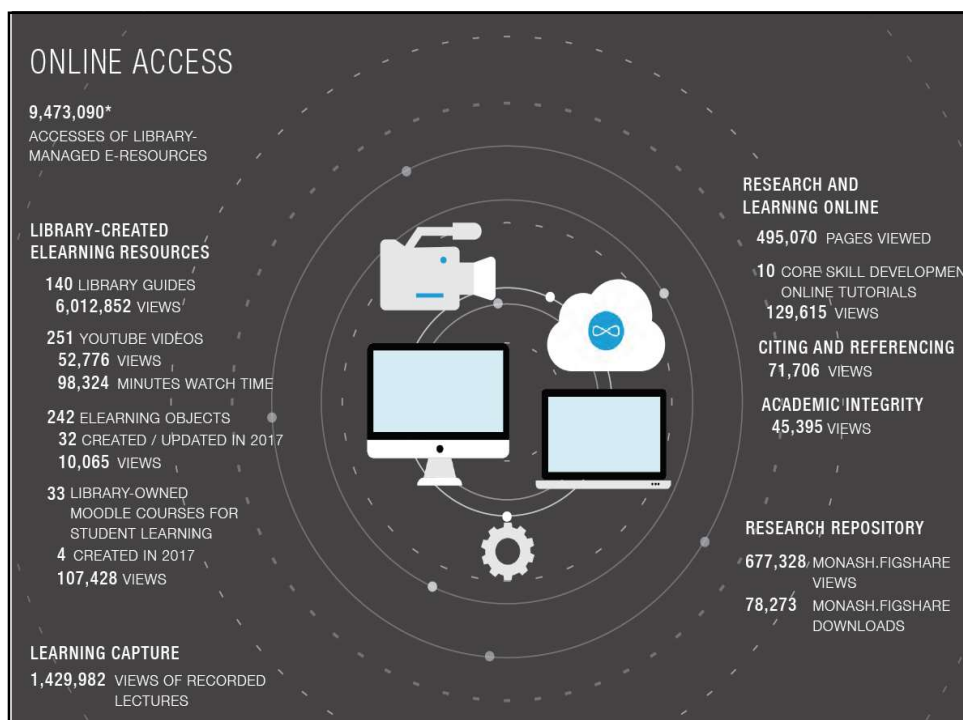
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Monash context

- As we enter the 4th Industrial Revolution, the Monash Focus Education Agenda 2018-2020 anticipates an era where automation, machine intelligence and universal interconnectivity are transforming the world and our workplaces, and redefining opportunities.
- Has MUL **risen to the challenge of the digital century through e-Learning of the highest quality, richness and depth?**
- Students expect that they can **learn any time and anywhere**, that the use of **technology will be central** to their learning
- The players: students, academics, DVC and PVC, eEducation Centre, Library, eSolutions
- Strategies: Education Strategy, Digital Education Strategy, Virtual Learning Environment etc.

Background statistics

- 90,000 print and electronic journals
- 425,000 electronic books
- 1110 networked electronic databases
- 140 Library guides
- 33 Library owned Moodle courses
- 242 e-Learning Objects.
- 251 Youtube videos
- Online Lectures



Statement & purpose of the study

- Libraries and librarians are faced with a rapidly evolving higher education landscape, influenced by equally rapidly evolving information and communication technologies (ICTs). In what ways does technology support this or hinder it?
- How has MUL risen to the challenge of integrating its vast resources and services through the medium of e-learning, especially pertaining to the delivery of Information Research and Learning Skills (IRLS



Research methodology

- Case study research method which aimed to answer the question: **How has MUL used e-learning to enhance Information Research and Learning Skills.**
- Scope/study population: Information Specialists, Learning Skills Advisors, Digital Learning & Teaching Coordinator (e-Learning Co-ordinator), Information Literacy Manager, Learning Skills Manager (S.A. & Australia)
- Data collection method: Questionnaire (Google forms), observation

Questionnaire focus questions:

- Educational background - ability or susceptibility to creating e-learning content
- Definitions of e-learning - as a means of assessing the respondent's understanding of pedagogy and its relation to e-learning content
- Expertise needed to create pedagogically effective e-learning content
- Attendance of e-learning/educational/instructional design courses (purpose and usefulness)
- Skills and knowledge in creating e-learning content
- E-learning tools and platforms used
- Use of e-learning in IRLS and creation of modules/simulations/tutorials for IRLS

- Purpose and processes followed in creating resource/s.
- Type of content and tools used when creating these modules/tutorials
- Collaboration with academic staff for the purposes of embedding curricula and unit specific programs when creating e-learning content
- Assessment of the effectiveness of e-learning tutorials/modules
- Moodle units or e-learning content embedded into a Moodle unit(s)
- Participation in social networking initiatives
- Preference of e-learning models
- Challenges encountered in creating e-learning content
- Strengths and limitations of e-learning for IRLS

Key challenges encountered in creating e-learning content

- Very little time to create this type of content
- Lack of skills and training in instructional design/content creation
- Time needed to learn how to use the technologies a challenge
- Insecurity in producing good content compared to e.g. a Pearson branded e-learning course by specialists
- Lack of suitable software/online spaces to host content
- Lack of skills in curriculum design
- The fast moving pace of technology, hard to keep up
- Ideas about social interaction and the belief that online content replaces human interaction

Strengths of e-learning for IRLS

- Access: making IRLS training more available to learners
- Cost: reducing training costs
- Content: increasing the scope of offerings
- Relevance: making training more meaningful to people's work
- Speed: responding to constant change and rapid product innovations
- Efficiency: avoiding scheduling of classroom training and booking instructors
- Empowerment: putting responsibility of learning at the hands of learners
- Convenience: letting time-pressured students learn at the best time and place

Limitations of e-learning for IRLS

- Time it takes to develop the resources and to develop expertise, reviewing and updating content
- Limited computer skills and struggle in using online resources
- E-learning does not cater for all learning styles/behaviours
- Uncritical approach to e-learning creates false expectations, must not be a solution in itself
- It's difficult to measure effectiveness of e-learning and direct feedback from students is not always possible
- Not always cross platform friendly, i.e. mobile devices
- Quality of e-learning material can either attract or deter students
- Students have no clue most resources exist-one size does not fit all

Conclusion & recommendations

- A conceptual model to measure the effectiveness of e-learning for IRLS


(level of learner control, social interactivity, learning styles, e-learning system design, properties of objects used, interface usability, ICT/IL skills etc. (MacGregor & Turner, 2009))

- Introduction of e-learning librarians
- Continuous training and skilling of staff

MacGregor, G. & Turner, J. 2009. Revisiting e-learning effectiveness: proposing a conceptual model. *Interactive Technology and Smart Education*, 6 (3) 156-172.

Developments emanating from my dissertation



 **MONASH**
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HOME BLOOM'S TAXONOMY COGNITIVE DOMAIN VERBS EXPLORE BY TECHNOLOGY CONTACT US LOG IN

[Home](#) / [Instructions](#)

Instructions

eLearning Activities Browser (eLAB) Instructions

eLearning Activities Browser

The eLearning Activities Browser is an online tool to assist teachers of digital learning activities to make pedagogically appropriate choices. The tool presents a taxonomy of concepts described in different technologies as well as their specific features and guidelines for considering them for online delivery.

Click here for instructions on how to use eLAB.

Choose a framework below to explore further:

- [Bloom's Taxonomy](#)
- [Verbs](#)
- [eLAB Frameworks in Development](#)
- [eLAB Frameworks in Development](#)

Explore by technology

This short tutorial will show you how to navigate the eLAB website.

There are currently three entry points to browse the activities.

- [Bloom's Taxonomy Cognitive Domain](#)
- [Verbs](#)
- [Explore by technology](#)

Click the back and next arrow to navigate this tutorial.

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MONASH University

SIBUSISIWE MGQUBA

Information, Research & Learning Skills (IRLS)

Dashboard / Units / Monash South Africa / Academic Innovation Centre / MAP units / Information, Research & Learning Skills (IRLS)

Welcome to the Information, Research and Learning Skills (IRLS) unit!

MONASH SOUTH AFRICA

THE WORLD CLASS

MSA ADVANCEMENT PROGRAMME

Announcements

MAP (Monash Advancement Program) is a collection of success units that will enable you to learn about a specific topic or a specific skill. The units will be available through the year and students can do as many of the units as they would like. There is no specific sequence in which the units must be done and there is no time limit on how long the student can take to complete the unit. Completion of the unit, will reward the student automatically with a certificate.

Administration

Unit administration

Edit settings

Turn editing on

Unit completion

Users

Filters

Reports

Gradebook setup

Outcomes

Backup

Import

Question bank

Recycle bin

Student Evaluation of Teaching and Units (SETU) - Task list

Comments?

Questions?

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