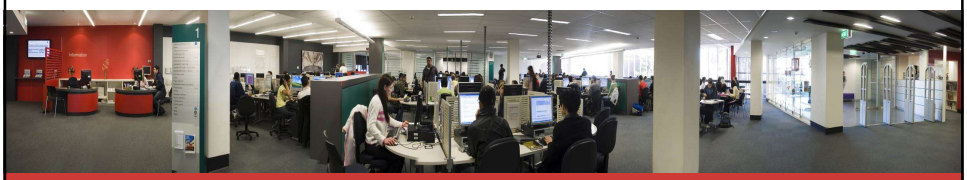

Enhancing information research and learning skills through e-learning at Monash University Libraries

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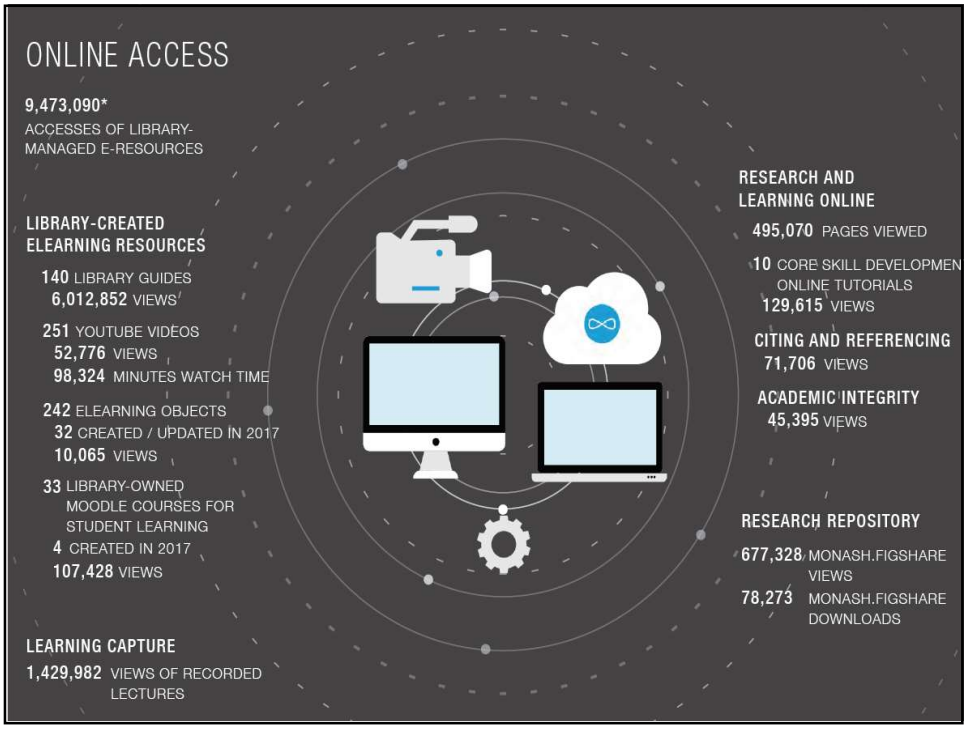
Monash context

- 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

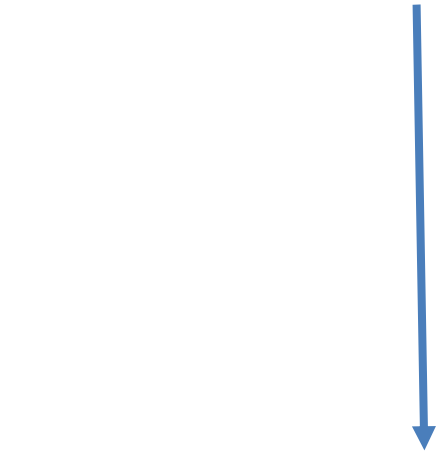
(level of learner control, social interactivity, learning styles, e-learning system design, properties of objects used, interface usability, ICT/IL skills etc. (MacGregor & Turner, 2009)

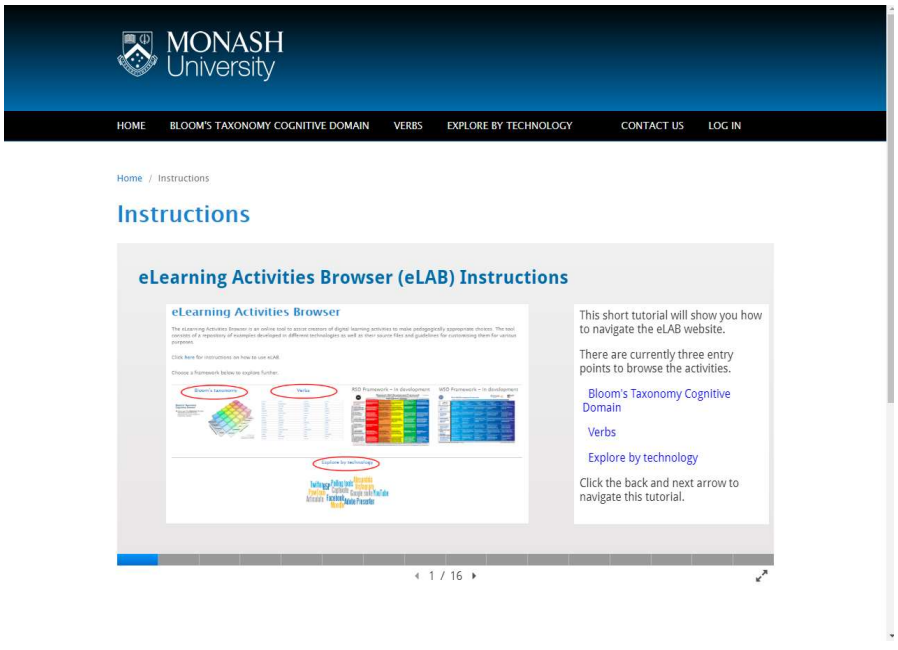
- Introduction of e-learning librarians

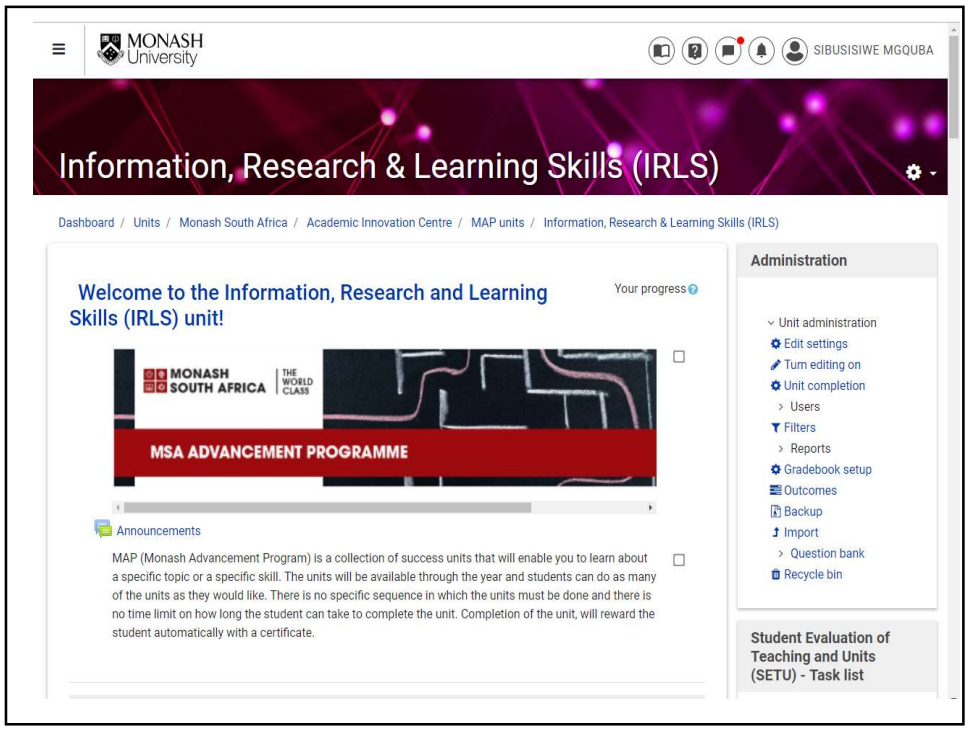
- Continuous training and skilling of staff

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







Comments?

Questions?