Creating an Online Orientation to the Academic Library

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In the beginning...
Information overload

★ 100-115 UNIV 100 classes in fall semester
★ 30-40 freshmen English
★ Similar instruction multiple times?
There’s got to be a better way!
The theoretical framework
Cognitive load
In English, please ....

★ Eliminate info that is not directly related to the learning task
★ Chunk content so that it relates to long-term memory schema
Mayer’s theory of multimedia learning
Learners attempt to build meaningful connections between words and pictures; they learn more deeply than they could have with words or pictures alone.
ACT-R (Adaptive Character of Thought) theory
OK, wait wait wait, explain that again...

Introduce facts/terms early (declarative knowledge) so that students can focus on complex tasks (procedural knowledge) later on.
First tutorial videos
Software decisions

PANOPTO

screenr

Cp

Camtasia Studio
Panopto vs. Captivate
Other uses for tutorial videos

★ Distance students
★ Grad students?
★ Information literacy
★ Quick database refreshers
Putting it all together

★ Scripting out the tutorial
★ Learning outcomes
★ How much information is too much?
★ Preferred length for a tutorial video
The longer the video...
Which tutorials to create?

- Using the library catalog - basic
- Finding peer reviewed articles in databases
- Both task oriented and conceptual?
- Intro to library as physical space
Future steps
Additional Modules

- Advanced searching
- Assess points of need
- Linking from databases page; embedding in LibGuides
Assessment

- Meeting Learning Outcomes?
- UNIV 100 require assignment
  - Can use those results
- Pre-test/post-test for other uses?
Question time!

The End

...OR IS IT?
Thank You!

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