

13

Anatomy of a Sabbatical:

A Year of Reflection and Renewal

By Deb Distant

0

0

Table of Contents

Statement of Purpose	1
Project Activities	2
Benefit to the College Community	12
Benefit to Self	13
Conclusions	14
Looking Forward	15
Appendix A: Original Sabbatical Proposal	17
Appendix B: Anatomy of a Sabbatical Blog	27
Appendix C: Bibliography of Readings and Resources	44
Appendix D: Project Tutorials	47
Module 1: The Research Process	48
Module 2: Search Strategies	49
Module 3: Basics of Database Searching	50
Module 4: Using Gale Virtual Reference Library	51
Module 5: Using the Mt. SAC Library Catalog	52
Module 6: Using Academic Search Premier	53
Module 7: Using JSTOR	54
Module 8: Using Issues & Controversies on File	55
Module 9: The Importance of Evaluating Internet Resources	56
Module 10: 5 Keys to Evaluating Internet Resources	57

Statement of Purpose

The purpose of my sabbatical was to design, create, and implement a number of interactive, online research tutorials for the Mt. SAC Library website. The Library provides access to a vast array of resources, both online and in print, which can be overwhelming for students. The goal of these research tutorials is to provide students with the tools that they need to navigate through both the research process and the variety of resources that are necessary to complete that research. Therefore, some of the tutorials focus on basic research skills and others focus on specific online resources available through the Mt. SAC Library.

In preparation for my leave, I created a blog, Anatomy of a Sabbatical (<http://debs-sabbatical.blogspot.com/>), which I updated throughout the year with accounts of my activities, especially the frustrations. You'll find a copy of this blog in Appendix B of this report. I also began compiling a list of resources and articles I would want to make use of throughout the year, to build on my own knowledge of the covered tutorial topics. This list of resources will be found in Appendix C of this report.

I am extremely grateful to the College administration and the Salary and Leaves committee for providing this opportunity to both hone my research skills and have the opportunity to reflect on my vocation and come back renewed and refreshed. Although the 2008/2009 academic year marked my ninth here at Mt. San Antonio College, it was my 22nd year in the library profession. As such, I was finding my enthusiasm and creativity beginning to wane. This year provided me with the time I needed to re-energize myself and recommit myself to teaching students the lifelong research skills they need. There truly is nowhere I'd rather be doing this than here at Mt. SAC.

Project Activities

I had tried to do some preliminary preparation for my sabbatical so that I was ready to jump right into things when my year began on July 1. Due to issues that the Adobe website was having with downloads, however, I was not able to download a copy of Captivate for laptop until July 1. Since I planned on doing much of my project on my laptop, it was essential to have a copy of the software there.

With my project looming in front of me, I realized the enormity of what I *didn't* know and decided it was time to practice what I preach to students all the time: take the time to get to know your topic and what you need to find out. In other words, it was time to do some research. I started by ordering some books on Adobe Captivate 3 from Amazon and doing a literature search for articles on instruction design, in terms of online tutorials. I printed off a number of articles to read and review before beginning the first tutorial.

Since I wanted to include measurable objectives for each of the tutorials, I felt that it was necessary to have something to base these upon. Accordingly, I went to the Association of College and Research Libraries (ACRL) Information Literacy Competency Standards for Higher Education. Although the standards are fairly broad, each includes performance indicators which break these standards down into smaller chunks and each of these include expected outcomes. I identified several performance indicators and outcomes under three of the standards which were relevant to what I was teaching. You will find these detailed in the blog entry for Wednesday, July 9, 2008 in Appendix B, p. 29. These then formed the basis for the measurable objectives for each tutorial.

Having the relevant standards I'd be working with identified was a huge relief. It also meant that I could get on with the work of drafting out the first tutorial, figuring out what needed to be covered and what measurable objectives I would need to include. This was not something

that I had much, if any, experience with and the thought of it was more than a little intimidating. I also had some difficulty in determining the direction I wanted to go. According to the timeline in my sabbatical proposal, the first tutorial was supposed to be on Boolean searching. However, for students to conduct a successful Boolean search they have to be able to identify key concepts and terms for their topic and that was beyond the scope of this particular tutorial.

As I struggled with the direction of the first tutorial, I was also trying to teach myself a new software product. This was not going as well as I hoped and I was not getting the results I wanted trying to figure things out on my own. Although I had completed a draft of the first tutorial on my own, I wasn't satisfied with it. I was therefore very relieved when the books that I had ordered on Captivate arrived, especially *Essentials of Adobe Captivate 3*, which is, in a sense, a student workbook. I decided to work through the exercises in the book and really learn the program before I tried to use it to create the first tutorial. Doing so allowed me to get a much better feel for how Captivate works, what it offers, and how best to lay out a project *before* beginning to record it. It was a little frustrating, though, to not be where I wanted to be, to not automatically know how to do what I wanted and needed to do since I had expected to have a completed project done by this time, online and ready for testing.

As I worked on learning the Captivate software, I was also learning about myself. I have a tendency to want to jump into things, to just want to *do*, even when that isn't the best or most productive approach. Having to slow down and take the time to do things in the proper way, in the proper order, was definitely a learning experience. I was much more comfortable with the Captivate software and felt like I knew much more after just a handful of lessons.

As I continued to work to get to know the software, I kept mulling over the tutorials I was going to be creating. I decided it would be helpful to have a unifying "theme", something to "brand" the tutorials with, to tie them together. This is the point where everything started to jell

and come together for me. The theme that I decided on was Info To Go. I felt that concept summed up what these tutorials were all about: research help that would be available when students need it. I created a simple logo for the them and designed a look for the first page of each tutorial, as shown below.



Once things started to come together, it became obvious that I needed to change the order of the tutorials. I decided that it was best to approach the tutorials the same way I teach students to approach a research project and create them in a logical sequence. Therefore, the logical first tutorial was the one on the research process, which includes selecting keywords and identifying the different steps and resources in the process.

After I'd made it mid-way through the lessons in the *Essentials of Adobe Captivate 3* book, I began working on creating the slides for the first tutorial on the research process. It was very beneficial to be able to translate the ideas and concepts I was learning about in the book into my own project. Once I had the slides completed, I hit the section in the text on accessibility and ADA compliance. At that point, I realized that I needed to make sure that the accessibility feature for each slide was checked and the appropriate text put in. Although I was planning on doing narration which matched the slide text, I wanted to make sure everything was as it should

be. Although I was finding that the creation of the first tutorial was taking longer than I had hoped or anticipated, I decided that it was all part of the learning curve and forged ahead with figuring out the quiz/assessment piece.

Once the first tutorial was completed, I realized that it was time to start working with the Electronic Resources librarian in order to get the tutorial online for testing and make it accessible via the library web page. I emailed him to see what was necessary to put the tutorial up on the library web page for live testing. This turned out to be a more time-consuming process than I had anticipated. First, I created a new Info To Go tutorials introductory page for the library website. This then had to be uploaded to the testing server, which had to go through the Distance Learning/Electronic Reference librarian, and then he had to request for the campus Web Team to make it live. There also needed to be a page for the tutorial itself. I wanted to make sure that this spelled out the measurable objectives and learning outcomes for the tutorial, as well as which ACRL standards it tied to. Then there needed to be a link to actually begin the tutorial. All of this needed to be loaded to the testing server and then made live, a process which ended up taking approximately three weeks to complete.

Once the first tutorial went live, the technical difficulties began. Working through multiple intermediaries is never easy and when dealing with glitches in viewing a new type of file online just makes the process more difficult. It's especially frustrating when things work initially and then stop. The tutorial hadn't been live for more than two days when a problem developed. When it first went live, I checked and made sure that it loaded and worked properly. Two days later, however, the tutorial didn't load or play. This was the kind of problems that you can't really anticipate and are very frustrating to try to resolve. According to a member of the Web team, this problem was due to a bit of inaccurate html coding and once it was changed, things worked again.

The technical difficulties continued into October as I made some revisions to the first tutorial, based on feedback from two of the librarians who had reviewed it and continued to work on the second. There were many emails back and forth during this time, between myself and the Electronic Resources librarian and between the Electronic Resources librarian and the campus Web Team. It was during this time that I was finally given the ability to load files directly to the test server myself and request that they go live. Although this helped in removing one step and intermediary from the process, difficulties still continued. The tutorials would load and work properly on the testing server but returned a “Page Not Found” error message when transitioned to the live server. Eventually we resolved this by making the link to the tutorial go to the version on the testing server.

As I worked on the first modules, it became obvious to me that I hadn’t thought through the order or the contents of the tutorials enough in my proposal and timeline. As previously noted, I had already changed the order of the tutorials to put The Research Process first, as that really makes the most sense. As I worked on the second, I soon realized that limiting it to Boolean searching was not a good idea. Therefore, the second tutorial became Search Strategies, of which Boolean searching was a part. It also includes other valuable strategies, such as phrase searching and truncation, however. A few minor changes in the order made things flow much more smoothly and follow the research process. Students are now able to complete the research process by working through the tutorials in order.

As we got the technical difficulties in viewing the tutorials on the web ironed out, I began to have technical difficulties at home. Due to the fact that my desktop computer was older and quite loud, I had been doing the majority of the work on it and then transferring the files to my laptop to record the audio in order to eliminate unnecessary background noise. This process eventually led to the heart-breaking loss of about three weeks worth of work as I finished the

third tutorial, on the Basics of Database Searching. As I was attempting to save the file onto my laptop over the network, something went wrong and I was informed that the file had not been saved.

I was not overly concerned because I had the copy I had just saved on my desk top and the previous version, which included all of the audio, saved on my laptop. When I tried to open the file on my desktop, however, I was unable to find it. I did a search and couldn't find any version of the project anywhere on my hard drive or flash drive. This was not good but I consoled myself with the fact that I still had the older version on my laptop. Unfortunately, although the file still existed on my laptop, the crash that occurred during the save process corrupted the file and it was not able to be opened.

In trying to retrieve anything from either of my computers or my flash drive, I worked extensively with the Coordinator of the Online Learning Support Center (OLSC). It is through the OLSC that I have a license for the Captivate software. The Coordinator worked with my laptop for quite some time, using a data recovery program to try and find an archived or backup version of the file, to no avail. I used this same program on my desktop and flash drive at home and was equally unsuccessful. In searching online to discover if there was any way to repair the corrupted file on my laptop, I discovered that a new version of the software, Captivate 4, was now available. I became curious as to whether or not the OLSC had upgraded to Captivate 4 and, if so, I was also able to upgrade.

The Coordinator of the OLSC told me that they had upgraded to Captivate 4 and that I could upgrade. I decided to look on the bright side and view this as the silver lining in losing weeks worth of work. I downloaded the new version and discovered that it had some really nice upgrades and features. Most useful for my project was the ability to have the student input their name at the beginning of the tutorial and have it generate a completion certificate with their

name, the name of the tutorial, the date, and their quiz score on it for printing. After recreating the lost tutorial, I felt like it was better than the one I lost.

Having decided that my aging computer was the source of my difficulties and the reason for the loss of the third tutorial, I decided it was time for a new computer. Little did I expect that this would lead to a whole new set of technological difficulties and cause me even more frustration and delay. My first indication that something was wrong was when I was unable to record audio on the new computer. The computer would acknowledge my microphone but when I tried to record in Captivate nothing happened. This was very frustrating and I was starting to feel like I was hitting brick wall after brick wall. I was starting to get rather discouraged by the whole thing at this point and my enthusiasm was definitely starting to wane.

Eventually, I decided to record the audio on my laptop as I had been doing all along. I was frustrated anew, however, when the sound file wouldn't open on the new desktop. I spent several hours searching online through the help and support forums for both Windows Vista, the operating system for the new computer, and Adobe Captivate. In doing so, I discovered that the problem was that Captivate was not made to be compatible with the 64 bit version of Vista. I continued to search through the forums and eventually found a suggested fix that allowed me to circumvent some of the difficulties I was having. Although I still cannot record or edit audio on the new desktop, it will at least play the sound files so that I can set the timing for captions and graphics.

After the many difficulties I encountered with Module 3, I was finally able to get it redone and posted, ready to go live. Once that was done, it was time to look at the two modules that were already online and incorporate the suggestions and comments I'd received from the library staff and faculty who had reviewed them, as well as add the new completion certificate widget now available in Captivate 4. I incorporated the comments and suggestions I'd received

and added the completion certificate to the existing tutorials and was able to get the new versions uploaded to the testing server. Unfortunately, the new computer keyboard decided to malfunction and I was beginning to feel cursed. In light of some of the difficulties I'd encountered up to this point, the issues with the new keyboard were relatively minor and easily resolved by replacing it.

Happily, that proved to be the last of my difficulties for a while, either technology or content based. The modules on Using Gale Virtual Reference Library (GVRL) and Using the Library Catalog came together easily and quickly. I felt like I was really in the flow of things and had a good grasp on what I was doing. This was content that I was familiar with and used to teaching. I found that I could provide more detail, go into greater depth in presenting it in the tutorial format than I could in the classroom setting. I put the difficulties of the past several weeks behind me and became excited about my project once again.

Then came Module 6: Using Academic Search Premier. When I left on sabbatical, Academic Search Premier was one of my favorite databases. It was where I began probably 90% of all research and a source I constantly referred students to. I expected this module to go as smoothly as the previous two had gone. My first step when preparing a tutorial on a specific database is to go to the database and review the help files, to see if anything has changed or any new features added. I had not had occasion to use Academic Search Premier in several months and received quite a shock when I logged in to it to begin my preliminary work on the tutorial. The entire interface for the database had changed. It no longer resembled the database I knew and loved and routinely taught students.

Obviously, this threw a slight monkey wrench into my planning. For one thing, it meant that before I could forge ahead with the tutorial, I had to relearn the database myself. I had to figure out this new interface and what it meant in terms of search structure, limiters, access, etc.

I no longer was merely reviewing the information from the help screens, I was studying it to orient myself. This proved to be much more arduous and emotionally draining than one would think. It was also more time consuming. I felt like each and every slide was pulled painfully out of me and was never so relieved to have something finished.

On further reflection, I don't believe it was merely that the interface had changed, albeit a very radical change. I think it was due in large part to how much I *liked* that database *before* they changed it. In the months since, I've gradually become acclimated to the new interface and the database remains the one I default to using. I still, however, do not like the new interface.

The next module, on using JSTOR, also involved a database that had rather radically changed their interface. In the case of JSTOR, however, the change actually made the database much easier to navigate and more user-friendly. As difficult as the module on Academic Search Premier had proven to be, the module on JSTOR was its polar opposite. It flowed. The changes to the interface made sense and were extremely easy to "teach" in the tutorial format. In spite of the changed interface, this module came together quickly and easily, much like the ones on GVRL and the library catalog. This was a huge relief after the difficulty of Module 6.

The final database module, on Using Issues & Controversies on File also came together easily. Actually, this was one of my favorite modules to do because I learned so much about a source I've liked and referred students to for a long time. I discovered that I, myself, had never really done more than scratch the surface of this resource. In *really* taking a look at it to teach it to students, I discovered many features and options that I had previously been unaware of. Consequently, I feel that this tutorial provides students with a depth of understanding of this resource that I have never even approached when teaching it in the classroom.

At this point, I was feeling pretty happy and pleased with the eight modules that were completed and online, available to be used. I had saved the remaining two, both on Internet

evaluation, for the end for a couple of reasons: first, it was the logical place for them as they're the last step in the research process and second, I expected them to be a piece of cake. Again, this was content that I *knew*. I've written about this topic. I've presented on it at conferences. It was familiar. These last two modules should just flow and be quickly and easily completed.

This has not been the case. I am, in fact, *still* struggling with these two modules. In this case, it's not lack of familiarity with the topic (Module 9: The Importance of Evaluating Internet Resources and Module 10: 5 Keys to Evaluating Internet Resources). I've found that I'm encountering multiple difficulties. The first is in trying to make this information interactive, which has been a goal of these tutorials from the beginning. Although I have Module 9 completed, I am not happy with its lack of interactivity. Yet I am at a loss as to how to change that with the information being presented. I feel strongly that it's very important information and information that *must* be relayed to students. I am just not sure that students feel the same urgency in regards to this topic and can't quite figure out how to get that across.

I am having the same difficulty in regards to interactivity with the last module, teaching students what to look for in evaluating Internet resources. Again, it's not unfamiliarity with the topic. Part of the problem here is that although you can give them the keys to good information, there is no consistency about where (or even if) they will find each "key" on any given webpage. One possible solution is to create a sample website that has both good and bad examples on it or attempt to find such a site that is already online. That was not something I had anticipated or planned on, though, and I haven't had a chance to pursue that option at this time.

Another issue I've been dealing with for these last two modules is graphics. Because the information being presented here is largely text-based, graphics need to be located or created to "liven" up the slides. This was not something that I had considered at the outset of the project and was not really prepared for. The relatively few graphics needed for the first few modules

were fairly easy to do. Since I like the graphics to “support” or go along with the information on the page, this has become more of a challenge for these last two modules. How do you graphically show the concept of evaluation? Of experience or opinions?

Finding or making the appropriate graphics has been much more time-consuming than I could have imagined. I am also still not 100% happy with the final module, either. Consequently, the versions of these last two modules that are currently completed and included in this report are ones I consider seriously lacking. The information is there but many of the slides are bland and still need appropriate graphics. The level of interactivity is not what I have strived for throughout this project. I continue to work on these two modules, hoping to get them to a point where I consider them ready for student consumption.

Benefit to the College Community

I feel that this project provides a variety of valuable benefits to the college, especially students and faculty. First and foremost is the ability for students to get information and instruction at the point that they need it. Although instruction is offered by library faculty, through workshops and information competency instruction sessions, not all students or instructors take advantage of these. These tutorials provide yet another way for this valuable information to get into the hands of the students who need it. It also serves to supplement the information that they receive in these workshops and sessions on campus. During the Summer 2009 intercession, these tutorials were also able to supplement when instructors were not able to schedule their classes for information competency sessions due to the reduced hours the Library was open.

The more tools we can provide our students with, the better their chances of success. These tutorials serve as a “point of need” resource for students doing research, especially for

those students doing research off-campus or at a location where reference service is not readily available. These resources move the Mt. SAC Library closer towards its goal of being a full-service 21st century institution that provides superior assistance and instruction to all our students, regardless of location or time of day.

These tutorials also help Mt. San Antonio College meet its obligation to ensure that library and support services are sufficient to support all programs and students, regardless of location or method of delivery. Although we have a rich variety of resources available for off-campus students, we have not had the ability to provide them with the same level of information competency instruction that on-campus students have available. These tutorials help to fill that void and make that instruction available to all students.

I had hoped to have usage statistics for the web pages in question for this report. Unfortunately, the campus Web Team informs me that they currently do not have a way to track statistics for individual pages on the campus server. I'm hoping to find an html web counter that I can insert into each of the tutorial pages to give a better idea of usage in the future. I have heard, via word of mouth, from students, faculty, and staff who have made use of the pages and referred students to them.

Benefit to Self

I found this sabbatical leave to be beneficial in many ways. In reading a variety of articles on instructional design, research methods, website evaluation, and other topics, I was able to hone and update my professional skills in those areas. This had the immediate benefit of translating that knowledge and information into the tutorials I was designing and creating throughout the year. By focusing in on a number of the databases and resources available through the library, I was able to learn them at a deeper level than I was previously familiar with.

In the brief amount of time I've been back, I've found that this greater knowledge has really helped my instruction in the classroom.

I'm also quite excited by my new skills with the Captivate program. I see many applications and uses for this software in our library instruction program. I have ideas for a number of additional tutorials that I feel would be beneficial to our students and faculty and am looking forward to being to apply this knowledge in the future. Learning this program has helped to re-energize me towards teaching and instruction and I'm looking forward to continuing to apply my new skills to the benefit of the library, faculty, students, and myself as I continue to learn.

Conclusions

In looking back over the past year, I have come to some realizations. Firstly, I now have a whole new appreciation for students when it comes to "technical difficulties". Previously, when a student would claim technical difficulties in regards to a late or missing assignment, I had a tendency to view it as a convenient excuse. Now, however, I have a vivid, first-hand view of how real and frustrating those difficulties can be. There are times when you just want to throw up your hands and forget the whole thing.

Secondly, I have learned the dangers of assuming and taking things for granted. The modules that I had the most difficulty with were the ones that I'd assumed I'd be able to sail through with no effort. The one on Using Academic Search Premier derailed me by changing the database interface, meaning that I had to spend additional time that I had not planned on re-learning what had been a familiar resource. The last two, The Importance of Evaluating Internet Resources and 5 Keys to Evaluating Internet Resources, contained unforeseen difficulties in translating familiar information into an interactive format with appropriate graphics.

Lastly, I've learned that no information is static. Whether it's a database interface or an Internet web page, information is constantly evolving and changing. Already, there is the need to revise some of the earlier tutorials in regards to how to access the databases remotely due to the changes involved in switching over to the Luminis portal. Luckily, I believe these changes will be easy to make and get online. The CD versions of the tutorials included with this report are also static. The latest versions will continue to be available through the Mt. SAC Library web page at <http://www.mtsac.edu/instruction/learning/library/tutorials.html>.

Looking Forward

The new Info to Go section of the Library web page is currently being marketed with a prominent link on the Library home page, as shown below:



Looking for a head start
on the Fall Semester?

Check out the Library's research tutorials -
now *Online!* and they're *FREE!*
InfoToGo!

It is anticipated that this “point of need” advertising will continue. I will also be sending out an email to all faculty during the 3rd week of the Fall 2009 semester to inform them of this new resource that is available to both them and their students. I also plan on investigating the possibility of creating bookmarks to give out at the Library Information Desk with information on the Info to Go page and the resources available there.

There are also plans for several new modules, on both research topics (Using the New MLA Handbook, Using the New APA Handbook) and existing databases (NetLibrary, Proquest Psychology Journals, etc.). The list of proposed topics in my original sabbatical proposal will be utilized helping to prioritize new tutorials. As the number of modules continue to grow, it appears likely that a redesign of the Info to Go web page will be necessary. I'm currently already working on this with the Distance Learning/Electronic Reference Librarian and hope to have the redesigned page up before the end of the Fall 2009 semester.

Appendix A

Original Sabbatical Proposal

Background Information

In its ongoing quest to provide access to resources for all students, regardless of the modality of the courses they are taking, the Mt. SAC Library has a number of resources available electronically, including nearly 80 full-text databases. Students use these resources heavily for research purposes. For many students, this is an overwhelming amount of information to try to sort through and knowing which resources to choose, how to use the chosen resources, and how to document the information from these electronic resources can be somewhat daunting. Library staff has long felt the need for online tutorials for these resources but time to create them has been an issue. With the continued interest in and push for growth of the distance learning program, the ability to provide students with instruction on using these resources becomes even more vital, particularly those students who are taking courses online.

Project Overview

Using the Captivate software from Adobe, I plan on creating a series of online, interactive tutorials on the use of the library website, electronic research materials, and research skills. The Captivate software allows one to capture what is happening on the computer monitor, add voice narration and text captioning, edit as necessary, add interactivity such as quizzes, text entry, guided practice, etc., all with integrated audio and video and rich media effects, all while remaining section 508 compliant and using software such as Adobe Flash that is already installed on 97% of all computer systems. The software also allows for assessment results of the quizzing/interactive components to be captured in a variety of ways, including a simple email. While more research into this will be necessary, it appears that this will allow us an easy way of tracking the amount of use the tutorials are garnering and whether or not the identified measurable objectives are being met. These tutorials will then be placed on the library website and be available 24/7 for students, faculty, and staff to use, regardless of whether the library is physically open.

Project Activities

Working collaboratively with library faculty during the Fall 2007 and Spring 2008 semesters, research skills and electronic resources are being reviewed and ranked in a manner mutually agreed upon within the department. During the sabbatical year, I will work from this list of research skills and electronic resources in order to create interactive tutorials for at least 10 of the skills and resources. Based on my research on and review of Captivate tutorials, I am currently estimating that it will take approximately 2 – 4 weeks to create each tutorial, depending on the topic. For the electronic resources, this process will include thoroughly reviewing and researching each database for the topic areas it covers, suggested search strategies and options, the amount of information available, the currentness/timeliness of the information, the types of resources covered, etc. This information will then be distilled into a short demonstration and overview of the resource, including citation information, captured and narrated with the Captivate software. Each tutorial will also feature an interactive or guided practice component and/or quiz to help assess student learning, where appropriate and contain identified measurable objectives. As each tutorial becomes complete, I will work with the Distance Learning/Electronic Reference librarian to place these resources on the Mt. SAC Library website so that they are available for all students.

Tutorial Topics

- And, Or, Not: Boolean Searching – this tutorial will cover each of the three Boolean connectors and their purpose in either narrowing or broadening a search; this will help students focus on choosing appropriate keywords to search and how to structure the search for the best results
- The Research Process – this tutorial will cover the basic steps to the research process, the different resources used in doing research, and why each resource has the place that it does in the process; this will inform students as to why a variety of sources are necessary and why they cannot solely rely on the Internet for academic research
- The Basics of Database Searching – this tutorial will cover basic search techniques, including phrase searching, truncation, combine keywords, and narrowing by specific fields such as subject;

this will provide students with the basics that they need to search a variety of electronic resources successfully

- The Importance of Evaluating Internet Resources (why) – this tutorial will cover why it is so crucial to evaluate information retrieved from the internet, including who places information on the internet and how that information becomes public and why you must consider certain factors when you're using that information for academic research as opposed to surfing the web for entertainment; hopefully, this will focus students on the need to critically evaluate the information that they locate before using it
- 5 Keys to Evaluating Internet Resources (how) – this tutorial will cover five key points for students to look for and consider before using information found on the internet in an academic assignment; this will give students the tools that they need to critically evaluate the information found online before using it
- Using Gale Virtual Reference Library – Gale Virtual Reference Library is a collection of over 300 reference titles which is an excellent place for any research to begin; this tutorial will cover the basics of how to do a basic search and how to successfully refine that search should too many results be retrieved, providing students with the means to begin their research and complete the first step of the research process
- Using the Mt. SAC Library Catalog – this tutorial will feature how to navigate through the Mt. SAC Library catalog, how to use the Power Search feature to refine and limit searches, and how to locate the items retrieved by identifying their location in the collection (Stacks, Reserves, Reference, Online, etc.); this will provide students with the knowledge needed to locate basic information on their topics and complete the second step in the research process
- Using Academic Search Premier – Academic Search Premier is representative of a general purpose academic database which covers a wide variety of topics in a large number of periodical titles and is one of the best places for students to begin the third step of the research process; this tutorial will focus on how to do a basic search within the database, how to narrow the results by

suggested subject headings, how to retrieve the articles found in the search, how to determine what type of source (journal, magazine, newspaper, etc.) that the article is from, and how to obtain a copy of the article for future use; skills learned from this tutorial will be able to be applied to a number of other databases, including all EBSCOhost products

- Using JSTOR – JSTOR is an archival database consisting of journals only, with full-text articles dating back to the 19th century; this tutorial will cover how to search for articles within JSTOR, how to limit the results to make them more relevant, how to access the articles retrieved and obtain copies, and cover the fact that all articles retrieved in this source are journals; students will come away with the necessary skills to locate information in this resource, which has a different interface than any of our other resources
- Using Proquest Psychology Journals – this database is representative of a number of subject specific databases, particularly those provided by Proquest; this tutorial will provide students with the basics necessary to construct an effective search, narrow it using the controlled vocabulary of the resource, how to ensure that all results are journal articles, etc.; skills learned from this tutorial will be able to be applied to a number of other databases, including all of those provided by Proquest
- Using Issues and Controversies – Issues and Controversies is a unique database provided by Facts.com and is a particularly good resource for students struggling to identify a research topic or those doing research on current issues or controversial topics; this tutorial will examine the best way to utilize the information contained within the database and the unique features that it offers, including links to information in the other products in the Facts.com information suite, statistics, and sources for additional information on the topic selected

Additional tutorial topics, if time allows

- How to Choose a Database
- Subject vs. Keyword Searching
- Electronic Books: Using NetLibrary*
- Using Literature Resource Center*

- Using Original Sources*
- Using Grove Art Online*
- Using Hoover's Company Records*
- Using Online Career Library*
- Using Westlaw Campus Research*

*All databases selected as additional tutorials feature unique interfaces and coverage and require different search strategies and methods to obtain the best results.

Benefits to Students

The more tools we can provide our students with for being successful, the better off they are. These tutorials will become a kind of "just in time" resource for students doing research assignments and should prove especially beneficial for those students who are doing that research either from off-campus or from a location where reference service is not immediately available when they have questions. These readily available resources will also be beneficial to those students who are reluctant to come to the library or ask a librarian for assistance. Providing online instructional materials that students may work through on their own will move the Mt. SAC Library closer towards its goal of being a full-service 21st century institution that provides superior assistance and instruction to all our students, regardless of location or time of day.

Benefits to College

As an institution accredited by the Accrediting Commission of Community and Junior Colleges (ACCJC), Mt. San Antonio College has an obligation to provide access to ensure that library support services are sufficient to support all of our programs and students, regardless of format or location. Although the campus currently meets this standard by having a rich variety of resources available online, we are always striving for improvement. The standards require that ongoing instruction for users of the library be available so that students can obtain the necessary information competency skills, again regardless of their location or the modality of their courses. The creation of these online tutorials will allow us to strengthen and move forward in that area, which currently is weak in regards to providing instruction to students not physically on the campus. Many of the tutorials that will be created will also

be of benefit to the campus community as a whole, both in learning and improving the skills necessary for information competency and lifelong learning.

Benefits to Self

The scope of this sabbatical project will allow me to focus on refining and further developing both my research and instructional skills. It will also provide me the opportunity to get to know some of our electronic resources more fully and in-depth. I will then be able to use these skills and the knowledge obtained during my sabbatical to provide more in-depth and focused instruction to students upon my return. I will also gain valuable skills in using Captivate, a software product that has many possibilities for additional use in library and information literacy instruction.

Proposed Timeline

September 2008

Week 1	Review Captivate tutorials and become familiar with software, referring to <i>Essentials of Adobe Captivate 3</i> for additional information Identify relevant standards and performance outcomes from the ACRL Information Competency Standards for Higher Education (http://www.ala.org/ala/acrl/acrlstandards/informationliteracycompetency.cfm) to build measurable objectives around Reading: resources on building successful tutorials as listed at http://www.ous.edu/onlinenw/2007/presentations/munrohandout.doc
Week 2	Identify measurable objectives for <i>And, Or, Not: Boolean Searching</i> tutorial Review information on Boolean searching from research texts (see bibliography) Outline information to be presented
Week 3	Record basic information on Boolean searching as outlined Add captioning and narration
Week 4	Create guided practice and interactive components Add assessment Review completed tutorial and edit as necessary

October 2008

Week 1	Coordinate with the Distance Learning/Electronic Resources librarian to place initial tutorial on the Library website (via email) Review steps to the research process, consulting research texts (see bibliography) to make sure nothing is left out Reading: Captivating Library Instructional Services (http://www.tnla.org/displaycommon.cfm?an=1&subarticlenbr=62) Reading: Online Tutorials: Tips from the Literature (http://libr.unl.edu:2000/LPP/bianco2.pdf)
Week 2	Identify measurable objectives for <i>The Research Process</i> tutorial

	Outline steps and information to be included
Week 3	Record lesson on the research process as outlined in Week 2 Add captioning and narration
Week 4	Solicit feedback from library faculty and staff on <i>And, Or, Not: Boolean Searching</i> tutorial as it's been "live" for 2 weeks (note: feedback will be solicited and accepted on an "ongoing basis" for any tutorial that has been made "live", in order to work out any kinks or unforeseen issues and to hopefully be able to incorporate suggestions and changes into future tutorials; this step will not necessarily be reiterated in this timeline although it will continue to take place) Add interactive and assessment components to <i>The Research Process</i> tutorial Make any necessary revisions to Boolean tutorial Review completed <i>The Research Process</i> tutorial and edit as necessary

November 2008

Week 1	Coordinate with the Distance Learning/Electronic Resources librarian to place <i>The Research Process</i> tutorial on the Library website (via email), as well as updated Boolean tutorial (if required) Compile list of basic search techniques, utilizing the Searching segment of the Help screens from Academic Search Premier, the Searching and Searching Tips segments of the Help screens from Expanded Academic ASAP, the Searching Tips segment of the Proquest database, and the Basic and Advanced search segments of the Help screens from the WilsonWeb database to identify common techniques and strategies
Week 2	Identify measurable objectives for <i>The Basics of Database Searching</i> Organize identified search techniques and strategies and create sample searches to highlight each, including where each type of technique or strategy would be appropriate
Week 3	Record sample searches for each technique identified in Week 2 Provide captioning and narration
Week 4	Develop guided interactive activities and assessment for Basics tutorial and add them Review completed tutorial on <i>The Basics of Database Searching</i> and edit as necessary

December 2008

Week 1	Coordinate with the Distance Learning/Electronic Resources librarian to place <i>The Basics of Database Searching</i> tutorial on the Library website (via email), as well as any revisions to existing "live" tutorials Review Help screens for Gale Virtual Reference Library Review Navigation Guide available at http://gale.cengage.com/pdf/navguide/gvrl_nvg.pdf Review Search Tips available at http://gale.cengage.com/pdf/searchtip/gvrl_tip.pdf Develop measurable objectives for <i>Using Gale Virtual Reference Library</i>
Week 2	Record demonstration of using Gale Virtual Reference Library, including ways to refine search and advanced search techniques Add narration and captioning
Week 3	Create guided practice and interactive components Add assessment

January 2009

Week 2	Review completed tutorial and edit as necessary Coordinate with Distance Learning/Electronic Resources librarian via email to place GVRL tutorial
--------	--

	<p>on library website</p> <p>Email to library faculty and staff reminding them to please send comments and suggestions regarding “live” tutorials</p> <p>Outline virtual tour through library catalog, including sample search to highlight recommended search techniques</p> <p>Identify measurable objectives for <i>Using the Mt. SAC Library Catalog</i></p>
Week 3	<p>Record sample search and virtual tour through library catalog, highlighting search techniques, locations, and how to access materials</p> <p>Add narration and captioning</p>
Week 4	<p>Created guided practice segment for tutorial and add assessment</p> <p>Review completed tutorial and revise as necessary</p>

February 2009

Week 1	<p>Make any necessary revisions to existing tutorials based on feedback from library faculty and staff</p> <p>Coordinate with DL/Electronic Resources librarian via email to place library catalog tutorial and any revised tutorials online</p> <p>Review New Features section of Academic Search Premier database</p> <p>Review Help screens for Academic Search Premier database</p> <p>Outline sample search and key features to highlight</p>
Week 2	<p>Identify measurable objectives for <i>Using Academic Search Premier</i> tutorial</p> <p>Record demonstration of Academic Search Premier</p> <p>Add narration and captions</p>
Week 3	<p>Create guided practice and interactive components</p> <p>Add assessment</p> <p>Review completed tutorial and edit as needed</p>
Week 4	<p>Coordinate with DL/Electronic Resources Librarian via email to place latest tutorial on web</p> <p>Read About JSTOR screens in JSTOR and Resources for Librarians links under About JSTOR; this includes tips for teaching the database, tutorials, and handouts</p>

March 2009

Week 1	<p>Identify measurable objectives for <i>Using JSTOR</i></p> <p>Outline concepts and strategies for searching and accessing information in JSTOR</p> <p>Create sample searches</p>
Week 2	<p>Record demonstration of JSTOR</p> <p>Add narration and captions</p>
Week 3	<p>Create guided practice and interactive components</p> <p>Add assessment</p>
Week 4	<p>Review completed tutorial and edit as needed</p> <p>Coordinate with Distance Learning/Electronic Resources Librarian via email to place JSTOR tutorial on web</p>

April 2009

Week 1	<p>Read Help screens for Issues and Controversies (http://www.2facts.com/stories/help/issues-help-</p>
--------	--

	menu-top.asp Read database information at Facts.com (http://www.facts.com/facts-db-ref-modules.htm#issues) Identify measurable objectives for tutorial on using Issues and Controversies on File
Week 2	Outline key points and information to present Create sample search and identify features to showcase
Week 3	Record tour and information on using Issues & Controversies on File, including both search approach and menu approach to locating topic information Add narration and captioning
Week 4	Create guided practice and add assessment component Review completed tutorial and revise as necessary

May 2009

Week 1	Coordinate with DL/Electronic Resources Librarian via email to place new tutorial on library website Reading: “Quality Still Matters” article (https://libris.mtsac.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=tfh&AN=24939140&loginpage=login.asp&site=ehost-live&scope=site) Reading: “Let Them Use the Internet” article (https://libris.mtsac.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=tfh&AN=24443010&loginpage=login.asp&site=ehost-live&scope=site) Reading: “Internet or Databases” article (https://libris.mtsac.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=tfh&AN=19538687&loginpage=login.asp&site=ehost-live&scope=site) Reading: “The Internet and Student Research: Teaching Critical Evaluation skills” article (https://libris.mtsac.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=tfh&AN=19212539&loginpage=login.asp&site=ehost-live&scope=site)
Week 2	Draft presentation on importance of evaluating Internet resources Identify measurable objectives for <i>The Importance of Evaluating Internet Resources</i>
Week 3	Record presentation on importance of evaluating Internet resources Add narration and captioning
Week 4	Create interactive components and assessment and add Review completed tutorial and revise as necessary Coordinate with DL/Electronic Resources Librarian via email to place new tutorial on web

June 2009

Week 1	Reading: “Assessing the Quality of Internet Resources: Challenges and Useful Tools” article (https://libris.mtsac.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=tfh&AN=23265899&loginpage=login.asp&site=ehost-live&scope=site) Reading: “Re-Evaluating Web Evaluation” article (https://libris.mtsac.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=tfh&AN=19292436&loginpage=login.asp&site=ehost-live&scope=site) Reading: “Websites that Help You Teach Effective Web Searching and Evaluation” article (https://libris.mtsac.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=tfh&AN=6756559&loginpage=login.asp&site=ehost-live&scope=site) Read: Evaluating Web Pages
--------	---

	<p>(http://www.lib.berkeley.edu/TeachingLib/Guides/Internet/Evaluate.html) Read: Evaluation Criteria (http://lib.nmsu.edu/instruction/evalcrit.html) Review: Evaluating the Internet as a Research Tool (http://www.mtsac.edu/~ddistant/research/handouts/reading.html) Email library faculty and staff for additional input</p>
Week 2	<p>Finalize top five “keys” to evaluating information on the Internet and outline presentation Identify measurable objectives for Internet evaluation</p>
Week 3	<p>Record presentation on the <i>5 Keys to Evaluating Internet Resources</i> Add narration and captioning</p>
Week 4	<p>Create interactive components and assessment Review completed tutorial and revise as necessary Provide revisions to any existing tutorial as deemed necessary by feedback from library faculty and staff using them “in the field” Coordinate with DL/Electronic Resources Librarian to place new and any revised tutorials on library web</p>

July/August 2009

	<p>Prepare sabbatical report Work on ideas/materials for marketing these resources to the campus community, especially those involved with distance learning</p>
--	---

Appendix B

Anatomy of a Sabbatical Blog

Thursday, May 15, 2008

Anticipation

As July 1 gets closer, I find myself getting more and more excited about the possibilities of this sabbatical. I've been doing some work with Captivate, to try and familiarize myself with the software before the big day arrives. During the next year, I'll be creating tutorials for the following topics:

- And, Or, Not: Boolean Searching
- The Research Process
- The Basics of Database Searching
- Using Gale Virtual Reference Library
- Using the Mt. SAC Library Catalog
- Using Academic Search Premier
- Using JSTOR
- Using Issues & Controversies on File
- The Importance of Evaluating Internet Resources (why)
- 5 Keys to Evaluating Internet Resources (how)
- Using Proquest Psychology Journals

Tuesday, July 1, 2008

The Journey Begins

Leaving work yesterday felt a little strange, knowing I wouldn't be back for a while. It felt very final as I turned off my computer, pushed in my chair, shut off the light and closed the door. I purposely left without saying goodbye to anyone, merely enabling the Out of Office memo on my email and changing my voicemail message. I left a message on the whiteboard next to my office that said I was on sabbatical and would return July 1, 2009. Right now, that seems a very long ways away.

Today, I am in the midst of downloading Captivate onto my laptop computer. I had wanted to do this previously but Adobe was having issues and wouldn't allow any downloads without purchase until July 1, due to a glitch in the trial periods. In any case, I am now getting my laptop prepared so that I can do the bulk of my project on it.

One of the things I think is so fantastic about being on sabbatical is that you can work on your project wherever you may be. We'll be taking advantage of that flexibility and exploring a lot of national parks this summer, starting in a week or so. I figure I can get work done both while we're driving and once we stop each night. I'm a little paranoid about losing work done while on the road so I'll be backing things up on multiple drives, just in case.

Okay, it looks like Captivate finished downloading. Now to get it installed and working.

Wednesday, July 2, 2008

Research begins

Amidst getting our air conditioning running again, I've been reviewing my sabbatical timeline and looking at beginnings. Turns out that one of the books I thought I'd ordered, I hadn't so I popped onto Amazon to order *Essentials of Adobe Captivate 3*. While there, I discovered that there is a brand new (as in July 2008) book, *Adobe Captivate 3: The Definitive Guide*, out so I ordered both books to be sent to me ASAP.

I also printed out a number of articles to review, on instructional design with regards to online tutorials. Also to be reviewed are the ACRL Information Literacy Standards for Higher Education, which are now printed out and ready for notes and highlighting. Obviously, I'm going to be doing a lot of reading over the next few days.

Wednesday, July 9, 2008

Standards

I've been working on identifying standards to build measurable objectives around but haven't had access to Internet to post things. One of the joys of being on sabbatical is being able to do your work anywhere and the beauty of Yosemite National Parks makes a wonderful backdrop for reading in! Notes from the past couple of days follow.

Today I reviewed the ACRL Information Literacy Competency Standards for Higher Education. I identified several general standards, performance indicators, and outcomes which may end up being useful to build outcomes for the tutorials around. The standards themselves, of which there are only five, are fairly broad. The performance indicators break these standards down into smaller chunks and the outcomes are the most useful.

There are several performance indicators and outcomes under standard one, "The information literate student determines the nature and extent of the information needed." Performance indicator 1 (1.1) gets to the base of research, stating "The information literate student defines and articulates the need for information." The specific outcomes for this indicator which will be useful are 1.1.d., "Defines or modifies the information need to achieve a manageable focus" and 1.1.e., "Identifies key concepts and terms that describe the information need". These are core since students must be able to do this to proceed with any research.

I've also identified the following performance indicators and outcomes under standard one:

- 1.2. "The information literate student identifies a variety of types and formats of potential sources for information."
- 1.2.c. "Identifies the value and differences of potential resources in a variety of formats (e.g. multimedia, database, website, data set, audio/visual, book.)"

Standard Two states "The information literate student accesses needed information effectively and efficiently", which again is at the core of teaching successful research skills. Of particular value are the following performance indicators and outcomes under standard two:

- 2.2. "The information literate student constructs and implements effectively-designed search strategies."
- 2.2.b. "Identifies keywords, synonyms and related terms for the information needed."
- 2.2.c. "Selects controlled vocabulary specific to the discipline or information retrieval source."
- 2.2.d. "Constructs a search strategy using appropriate commands for the information retrieval system selected (e.g. Boolean operators, truncation, and proximity for search engines; internal organizers such as indexes for books.)"
- 2.2.e. "Implements the search strategy in various information retrieval systems using different user interfaces and search engines, with different command languages, protocols, and search parameters."
- 2.3. "The information literate student retrieves information online or in person using a variety of methods."
- 2.3.b. "Uses various classification schemes and other systems (e.g. call number systems or indexes) to locate information resources within the library or to identify specific sites for physical exploration."
- 2.5. "The information literate student extracts, records, and manages the information and its sources."
- 2.5.c. "Differentiates between the types of sources cited and understands the elements and correct syntax of a citation for a wide range of resources."

Standard Three states, "The information literate student evaluates information and its sources critically and incorporates selected information into his or her knowledge base and value system." The relevant points under this standard are as follows:

- 3.2. "The information literate student articulates and applies initial criteria for evaluating both the information and its sources."
- 3.2.a. "Examines and compares information from various sources in order to evaluate reliability, validity, accuracy, authority, timeliness, and point of view or bias."

I also read the following article, which I found rather disappointing. They dealt a lot with their methodology while I was hoping for a lot more on their conclusions and ideas for what to make sure to include in tutorials.

Lindsay, Elizabeth Blakesley, et al. "If You Build It, Will They Learn? Assessing Online Information Literacy." *College & Research Libraries* 67.5 (2006): 429-45.

Saturday, July 19, 2008

Boolean searching outcomes

It's been a while since I've posted but that doesn't mean I haven't been working. It just means I haven't had a whole lot of reliable Internet access and I keep forgetting to update here.

I've been working on organizing information for the tutorial on Boolean searching. Naturally, the first step of this was to come up with some measurable objectives. I'm in a quandry on this one because I really feel like the ACRL outcome, I.1.e. "Identifies key concepts and terms that describe the information need" should be included, because students must have those key concepts and terms in order to do a successful Boolean search. However, it seems like focusing on the skills they need for that outcome/objective is really beyond the scope of this particular tutorial. I fear that adding that piece into this tutorial will make it too long. Perhaps there should be a short tutorial on identifying keywords and concepts for searching first.

The main objective/outcome for this tutorial will tie in to ACRL standard 2.2.d "Constructs a search strategy using appropriate commands for the information retrieval system

selected (e.g. Boolean operators, truncation, and proximity for search engines, internal organizers such as indexes for books)".

Measurable objective for this tutorial: Upon completing this tutorial, students will be able to use Boolean operators (and, or, not) to refine a search.

Saturday, August 9, 2008

Books!

I was thrilled to find my new Adobe Captivate books waiting for me when we got back home this week. I am especially pleased with *Essentials of Adobe Captivate 3*, which is, in a sense, a student workbook. While we were travelling, I was trying to struggle through creating slides for the first tutorial but was not at all happy with the results. I have since scrapped that initial project and am working through the first, basic lessons in this book first. This is allowing me to get a much better feel for how Captivate works, all it's possibilities, and how to best lay out a project *before* one starts to attempt to record it.

The downside to this is that I had expected to have a completed project done by this time, ready for testing. Although I had completed the project, it was not satisfactory and I was in no way satisfied with it. Since the program itself isn't difficult to operate, I have high hopes that once I have this additional "learning curve" out of the way (I hadn't thought to see if there was anyway to set preferences and I had obviously recorded things at the wrong screen resolution and recording area, which then caused problems in trying to view things.) Obviously, it's best to begin at the beginning and actually get some education on the program before jumping in in order to get the best results, which is what I want.

It's the frustration I was feeling in trying to get things to turn out the way I wanted (and they weren't) that has led to the lack of updates on this blog recently. Things are moving forward

nicely again now, albeit in not quite the way I'd anticipated at this juncture, so I'm looking forward to lots more positive updates!

Wednesday, August 13, 2008

Lesson learned

I can't believe how much more I know and how much more comfortable I am with Captivate after accomplishing just a handful of lessons. While it's possible to cobble something together, I truly believe the finished products will be much more sophisticated and user-friendly after having taken the time to do my research first and actually *learn* about the software rather than just jumping in willy nilly. This is a difficult thing for me to admit, because I'm impatient and typically want to just get on with things, hence my previous approach and unsatisfactory results.

I am thrilled to actually be *learning* the software before I create my first official tutorial. Lesson learned.

Friday, August 15, 2008

Exciting!

I'm so excited! I came up with a unifying "theme" for these tutorials: Info To Go. I wanted something that could go on each initial screen that would tie them together. I think that Info To Go sums up what these are all about: research help that's available when students need it.

This will go on the first slide of every tutorial, along with the library logo, and a module title.



This gives an indication of what that initial screen will look like. As you may have noticed, I've altered the order I'll be creating tutorials in once again. I'm going to approach them like a research project and go through and create them in a logical sequence. Therefore, it makes sense that the general introduction to the research process (selecting your keywords, gaining a working knowledge of your topic with reference books, narrowing down, using books, periodicals, and the internet) should come first. A logical second tutorial, then, will be the one on Gale Virtual Reference Library, followed by the Boolean searching one third. I'm much happier with this sequence and approach.

I'm now working through the lesson on creating simulations, which have greater interactivity, rather than mere demonstrations. Suddenly, things are starting to fall into place!

Wednesday, September 3, 2008

Accessibility

I've been learning about accessibility this week and how to make my Captivate tutorials Section 508 compliant. I have the tutorial part of the first tutorial essentially completed, although now I need to go back in and add close captioning, even though the audio pretty much matches the text that's on the screen anyway. Still, better safe than sorry. Next, I plan on jumping into the information on adding the quiz/assessment portions of the tutorial. It's shaping up nicely, if coming along slower than I had anticipated for this first one.

Friday, September 5, 2008

Success!

I believe that I have all of the finishing touches on the first research tutorial! I basically had it finished a day or so ago and had both my husband and son (age 9) go through it to make sure that it made sense, that there were no glaring errors, and that the quiz at the end was appropriate (9-year-old passed it with 80% so I'm feeling pretty good about that!) I made some final tweaks to it today, including attempting to enable the quiz reporting. I currently have results set to be emailed to me but I'm not sure if that feature works until the published tutorial is actually "live" online. Or how quickly those emails are sent.

I have published the tutorial and viewed it, completing the quiz myself, and am waiting to see if I get the promised quiz results. It's not "live" online, though. The publishing is just a step that is taken to create all the necessary files to put online.

I have emailed Paul to see what is needed on his end in order to put this up for live testing on the library web page. We need to create a general tutorials page (I gave him the link I needed that one to be at), which will be linked from the library home page and the completion page of all of the research tutorials. So now I shall await word from him to see what he needs me to give him.

This also coincides with my completing all of the lessons in the *Essentials of Adobe Captivate* book. This book was invaluable in figuring things out and I'm sure I'll continue to refer to it time and again to refresh myself on how to do things. I'm going to look at my other Captivate book to see if it gives me any insight in having those quiz results emailed, as well.

I can't believe how wonderful it feels to have completed this first module! Hopefully, the others won't be disappointed!

Sunday, September 28, 2008

Live!

The first tutorial is now live on the library web site! There's been no promo on it or anything yet, but it's there. The Research Tutorials link on the nav bar has now been changed to go to the new tutorials page, which links to the first one.

I have the slides done for the second tutorial and am now working on creating the quiz questions. Then I still have the narration to do and the accessibility. Still, it's come along quite nicely, I think.

I've asked my chair for feedback on the first tutorial but haven't heard anything yet. Part of me wonders if that's a bad sign...No, I'm sure it's just that she's been busy. I was pleased with how it came out. It's always hard knowing, though, if what you have in your head, that you had planned, translates into what someone else is expecting.

We shall see...

Tuesday, September 30, 2008

Trials and tribulations

My former boss let me know that there were problems with viewing the tutorial now that it's live. When it first went live, I checked it and it loaded properly. Now, however, it launches a

new page and the tutorial doesn't load or play. Our distance learning librarian has been tinkering with the code, trying to embed the tutorial into one of our webpages so I'm assuming that is the cause of the difficulty.

I have emailed him so that he's aware of the issue and can hopefully get it resolved and the tutorial loading and playing like it should be. These are the kinds of problems that I didn't think about and anticipate. Very frustrating.

Tuesday, October 14, 2008

Two almost down...

I finished the quiz for the second tutorial today. I have to admit, it's been hanging me up for the past week. I have no idea why it was giving me such trouble. That completes module two, although I still have some narration to record. I'm about half done with it but wanted to wait until I didn't sound like a croaking frog to finish.

My voice is starting to return to normal, though, so I should be able to put the finishing touches on number two and get it online, hopefully this week.

Problems still continue to plague us in getting the live version running. It loads fine and works perfectly on the test server yet when they transition it to the live server, it currently shows a "Page not found" error message. The web team had a suggestion on how to perhaps overcome this but it involves redoing some of the html pages and I haven't gotten a chance to do that yet. That will be my first priority once I have number two up and running. I'll also be able to take advantage of their suggestions when I create the web pages for the second one, which will allow us to see if that fix works.

To prepare for module 3, which is on using Gale Virtual Reference Library, I have printed off their help and welcome screens to study. Then I'll highlight the most important

features and tips, create an outline of what I want to make sure to include, and start the ball rolling on that one. I can't believe how fast time is going by.

Wednesday, February 18, 2009

Too depressing for words

I realize that I haven't posted here in a while. First, it was because I was distracted getting the new house ready and moving and doing very little work that wasn't mental planning, on my tutorials. Once we got settled in, though, I set to work with a vengeance on the next tutorial, on the basics of database searching.

I completed this one on Friday and asked Rob to do a run through of it. He did, taking notes throughout in order to be able to give me comments and suggestions. I went through and made some changes based on those and then saved the project. Since some of the changes were going to necessitate my recording new audio, I then went to save the project onto my laptop (which is where I record all the audio) over the network. Something went wrong, however, and I was informed that the project hadn't been saved up there.

I didn't worry, because I had a saved version on my desktop and the previous version, minus the quiz but with all the audio, had been saved on my laptop. So I put it out of my mind and enjoyed Valentine's Day with my family. It was late Sunday night before I decided I would re-record the audio so I could get it published and posted online.

Only when I went to open it on my desktop, to pop it onto a flash drive to take upstairs to the laptop (I didn't want the same failure in saving it again), it wasn't there. According to my desktop, absolutely no version of this project exists. So I took a deep breathe and ran upstairs, thinking I'd be able to access the older version on my laptop and could just redo the quiz. After all, three weeks worth of work couldn't just disappear forever. Right?

Wrong. Although my laptop acknowledges that the file exists, it refuses to open it. Somehow, the saving had begun, wiping out the previous version, and when it failed it somehow damaged the file so that it can't be opened. I have spent the past two days, huddled with computer support and data retrieval software, trying desperately to find and restore anything of this project. All to no avail. I have come to the devastating conclusion that it's gone and I must try and recreate it. I'm already behind and this hasn't helped. And it depresses me to no end. Because I know that it will not be as good, that I'll forget something from the original.

Just shoot me now.

Tuesday, February 24, 2009

Silver linings

In the week or so since my last post, I've come to see the silver lining in losing my data. In searching for support on the product, to see if there was any way to repair a damaged file, I discovered that Captivate 4 was out. So when I was working with Dwight to see if we could pull anything with the data recovery software, I asked if we were going to be upgrading to 4. The answer was the affirmative.

So I downloaded the newest version and have been using it to recreate the lost tutorial. And it has some really nice upgrades and features. I think this version will be better than the one I lost. What I really like is that there's a way for them to input their name at the beginning of the tutorial and once they have successfully completed the tutorial, it will generate a certificate of completion with their name, the name of the tutorial, and the date on it for them to print. I am absolutely thrilled with this ability and can't wait to see how it works in practice.

And now, back to creating those lost slides.

Monday, March 2, 2009

Technology

Technology continues to conspire against me. I have a brand new computer, a brand new microphone, and an activated copy of Captivate 4. My computer acknowledges and responds to my new microphone. Captivate allows me to choose my microphone as the input source for audio but then refuses to respond to it. It won't bring up the window to calibrate the input nor does anything happen when I click on the record button in the Audio Record window. It's very frustrating.

There are days when I'm sure this project is never going to get done because I just keep hitting block wall after block wall. It's very difficult to maintain momentum and enthusiasm when you're being frustrated at every turn.

Tuesday, March 3, 2009

Limited success

After several frustrating hours today (see yesterday's post about my microphone not working with Captivate 4 on my new computer), I recorded audio today on my laptop. And then was frustrated when the file wouldn't open on this computer. Several hours worth of Internet searching of help and support forums for both Windows Vista and Adobe Captivate, I discovered that the problem was that Captivate doesn't play nice with the 64 bit version of Windows. Which was (and is) extremely disheartening, seeing as how that's what my new computer is running.

However, I found a fix that at least gets me around *some* of the issues I've been having. Captivate will now at least acknowledge the project that I recorded the audio for today and actually play the sound files. It still won't let me edit them with Captivate but at least they're there and I can play them to set the timing for captions and graphics.

I really hope that the worst of these problems is over. All in all, it's been a very frustrating several weeks, with all the technology problems that have plagued this project.

Friday, March 6, 2009

Module 3: Basics of Database Searching

Well, despite numerous technical difficulties, after *many* hours spent over the past two weeks, I have recreated Module 3 and posted it online. I sent the request for it to go live this afternoon so it should be up by Monday.

On the plus side, the completion certificate widget works well, although there seems to be an issue printing it with the automatically generated print button. For some reason, using that button prints out a blank sheet. However, I added a notation on the page before the certificate, saying that if there were difficulties in printing it, to use the browser print button. Hopefully, that will alleviate any difficulties.

Also on the plus side, I managed to work in most of the comments and suggestions my husband had made when he previewed the last version (the one my computers ate) as I worked on this one. Consequently, there were only a couple of glitches and issues he had when he did the run through on the new version this morning. Of course, we'll see what the other librarians have to say after they've had a chance to view it.

Tuesday, March 10, 2009

Updates

I spent a large portion of today tweaking the first of the tutorials. I wanted to input the new widget that generates the completion certificate. I also cleaned up some other things I had notes on for them and got the newest versions uploaded to the test server. The member of the

web team I've been dealing with in getting them uploaded to the live server has been quite responsive and they were live in no time at all.

Unfortunately, later in the day I was plagued with more technology problems. Will they ever stop???? In this case, the new computer for my computer decided to malfunction, in a variety of ways. First, a (seemingly) random number of keys would throw the computer into sleep mode. Then various keys stopped responding. And then certain keys decided to just input themselves where ever. It was a nightmare.

Luckily, the one thing this household is not short on is random computer parts. I went out and scavenged a keyboard from the garage. I managed to download the appropriate installation software and drivers (for Vista 64 bit, even) and got it installed. I had a moment of panic when nothing happened when I depressed the keys but then I realized that since it was a wireless keyboard and it hasn't been used in over a year, it most likely needed new batteries. Two new batteries and I'm able to work again.

As I've said before, I am most ready for these technology issues to STOP!

Sunday, April 26, 2009

Finally!

After much pulling of hair and gnashing of teeth, Module 6 is finished and ready for testing. I'll give it a run through in the morning and then ask Rob to give it a try. I vastly underestimated the time it would take to do a tutorial on a database that they changed the interface on. I had no idea that the changes were so different. It made it very trying, to say the least. I feel like each and every slide and caption of this tutorial has been pulled painfully out of me. I've never felt such relief to have something finished.

With any luck at all, none of the remaining database tutorials will have these issues. I would like to get them finished quickly.

Appendix C

Bibliography of Readings and Resources

- Association of College & Research Libraries. *Information Literacy Competency Standards for Higher Education*. American Library Association, 1 Sept. 2006. Web. 2 July 2008.
- Beck, Susan E. "Evaluation Criteria." *The Good, The Bad, & The Ugly: or, Why It's a Good Idea to Evaluate Web Sources*, 1997. New Mexico State University Library. 27 April 2009. Web. 12 May 2009.
- Bianco, Cecile. "Online Tutorials: Tips From the Literature." *Library Philosophy and Practice* 8.1 (2005): n. pag. Web. 8 July 2008.
- Brazzeal, Bradley, and Deborah Lee. "Captivat-ing Library Instructional Services." *Tennessee Libraries* 56.2 (2006): n. pag. Web. 8 July 2008.
- Brisco, Shonda. "Internet or Databases?" *Library Media Connection* Feb. 2006: 44-45. *Professional Development Collection*. Web. 12 May 2009.
- Distante, Deb. *Evaluating the Internet as a Research Tool*. Mt. San Antonio College Library, 8 June 2005. Web. 12 May 2009.
- "Evaluating Web Pages: Techniques to Apply & Questions to Ask." *UC Berkeley – Teaching Library Internet Workshops*. University of California, 2009. Web. 12 May 2009.
- "Fact or Folly – For Teachers – Introduction." *Media Awareness Network*. Media Awareness Network, 2009. 12 May 2009.
- Harmon, Joseph C. "Let Them Use the Internet." *College Teaching* 55.1 (2007): 2-5. *Professional Development Collection*. Web. 12 May 2009.

- Heil, Delilah. "The Internet and Student Research: Teaching Critical Evaluation Skills." *Teacher Librarian* 33.2 (2005): 26-29. *Professional Development Collection*. Web. 12 May 2009.
- Huettner, Brenda. *Adobe Captivate 3: The Definitive Guide*. Plano: Wordware Pub., 2008. "Internet 2008 in Numbers." Blog entry. *Royal Pingdom Blog*. Pingdom, 22 Jan. 2009. Web. 12 May 2009.
- "Internet Usage Statistics: The Internet Big Picture." Chart. *Internet World Stats*. Miniwatts Marketing Group, 31 March 2009. Web. 12 May 2009.
- Kirk, Elizabeth E. "Evaluating Information Found on the Internet." *The Sheridan Libraries*. John Hopkins University, 1996. Web. 12 May 2009.
- Milbury, Peter. "Web Sites That Help You Teach Effective Web Searching and Evaluation." *Book Report* Nov/Dec. 2001: 54-57. *Professional Development Collection*. Web. 12 May 2009.
- Munro, Karen. "Tutorial Creator's Toolkit: Everything You Need to Build Fantastic Library Tutorials Using Macromedia Captivate (Except Macromedia Captivate)." *Online Northwest 2007*. Oregon State University, 2007. Web. 6 July 2008.
- Notess, Greg R. "Re-Evaluating Web Evaluation." *Online* Jan/Feb. 2006: 45-47. *Professional Development Collection*. Web. 12 May 2009.
- Place, Emma, et. al. *Internet Detective: Wise Up To the Web*. Intute Virtual Training Suite, 16 May 2008. Web. 12 May 2009.
- Rager, Kathleen B. "Assessing the Quality of Internet Resources: Challenges and Useful Tools." *Adult Learning* 14.4 (2003): 17-19. *Professional Development Collection*. Web. 12 May 2009.
- Schrock, Kathy. *The ABC's of Web Site Evaluation*. N.p., 15 Jan. 2007. Web. 12 May 2009.

Siegel, Kevin A. *Essentials of Adobe Captivate 3*. Riva: IconLogic, 2007.

Tenopir, Carol. "Quality Still Matters." *Library Journal* 1 May 2007: 26. *Academic Search Premier*. Web. 12 May 2009.

Appendix D
Project Tutorials