

NELIG Meeting - 9/25/2009

Campus Collaborations for Successful Microlearning and Learning on Demand
Worcester Polytechnic Institute (Worcester, MA) Gateway Building

Welcome and Overview – Christine Drew

- Informal Microlearning
 - o Decordova
 - Call in for to hear from the artist
 - o BBC One Minute News
 - You Tube edu
- Microlecture
 - o Chronicle March 6th – San Juan College – Turning courses into microlecture courses – students are flocking to these courses. Anytime, anywhere courses. Sometimes there are activities to do to reinforce ideas.
 - o Oneminprof – chirbit.com
 - One minute lectures – what makes a great microlecture – intro, keywords and concepts, assignments that include speaking, (go to chirbit.com)
 - o Handheld learning 2009 awards – handheldlearning2009.com
 - o What are the challenges and promises of this type of learning?

Learning on the iPhone - Charlie Mezak

- Graduated last year from WPI as a humanities major
- Natural Guides – leverage mobile technology to connect people to the natural world
 - o Nature Worm with a fellow from Cornell – social networking site for naturalists connected to the iPhone and other mobile technology
 - o Take advantage of technology to turn moments of curiosity into educational opportunities
 - o Katie takes a picture of a bird and people on Nature Worm see that and can comment – past performance will weight their confirmations – crowd can confirm for Katie
- Phenomap – Where species are in their natural cycle
 - o Database has 10 species in it, guide to different species interested in tracking. Break down by species and geographic location. Users can log a sighting. Allows a user to upload to phenology lab servers with information about the actual phenology information that they have observed. Students will go out in the field. Doesn't just tell them what they are looking at but ask questions about what they are looking at so they can have discovery situations about it
 - o Microlearning

- Serendipitous – especially packaged on a mobile platform
 - Contextual – breaks learning to smaller situation so only relevant information about the situation come through.
 - Modular – Chunked information can be digested differently
 - Socratic – not lengthy lesson plans or textbooks. Works on things I already know and things in my environment. Teaches student how to ask questions rather than just spout facts
- Is it just a concession to the short attention span? Sometimes yes, sometimes no. Some learning needs are not met by a long lesson plan
 - Do electronically mediated “microlessons” foster useful, real connections to things in the world or does mediation become a crutch? Textbook creates the same thing, maybe it’s not so different and just another way of doing things
- Questions
- When Katie asks for the information on the bird does everyone’s phone ring? No, it’s more like facebook, you log in and you can see the stream of information that everyone has access to, contribute to or can learn from
 - Does Katie contribute to phenomap and then give an entry? One first work as on the Encyclopedia of Life – lots of people working on this and soliciting this data to do different things with it. It’s a current problem
 - Is this being used in a class? Are the iPhones being issued? Neither are live yet but there are plans to incorporate it into classes. Plans to issue them to the students or the iPod.
 - There’s an issue of how to share the data, folks in that area might have the keys to how to solve that. Right now, most people are hanging on to their data and structure of their data. Needs open source way to share data.

Microlearning in Libraries – Beth Rohloff

- How can we use microlearning in library instruction and in our libraries? How can we use it outside of formal instruction, tours or reference desk interactions.
- Beth only sees half first year students in formal instructions. How can the others that she doesn’t actually see learn these skills?
- Librarians have always been challenged with working with students in a short amount of time
- Tutorials and podcasts
 - Online TILT tutorials in the 90s – learning modules that they can do separately or in a sequence
 - Standalone tutorials – ANTS - see what others have done and adapt for your own library
 - Podcasts – Tufts has Tisch talk series, blogs – library wide or targeted for specific users
- Microcontent is getting shorter – RSS feeds, 12 second videos, one minute videos, tweets
- How can libraries embed these microlearning objects into the daily routines of our users without annoying our users? Like Clippy, the Microsoft help paperclip
- Some libraries are adopting what museums have done

- Public library in Orange County has a guide by cell audio tour
- Guide by Cell is a company where people can subscribe to their service – Temple University Library is doing it also
- Could be used to do a how to tour for using the print system or for specific collections
- What about things people are using online already? What about Twitter? Can we use it for instructional activity – Twitter for Libraries and Librarians – InfoToday
- UIC has ask undergrad twitter page – snippets of instruction, teaching about a resource for a specific question. Use twitter to give them info at point of need
- 60 second lecture article in Chronicle of Higher Ed – 60 second video – Arizona State has library minute which is incorporated with other microcontent. One minute instructional minute – Ebscohost Academic Search Premier – is it an promotional tool or instructional moment?
- How do you assess what students are learning from these snippets and what are they retaining? Or is that irrelevant – if it’s the point of need, do they need to retain it for later?
- Questions
 - Are these videos public? The tiny url will be on the NELIG website. ASU presented on this at ACRL. They had a large production team but microlearning is meant to be easy to do
 - Research done that teens aren’t on twitter yet, how can we assume that because we want to use the tool that they will come to us? Good point. 71% of teens have cell phones, use a tool that they have ready in their pocket that they are using. We still have a ways to go to get our website on phones, etc. Maybe put a twitter feed on the homepage
 - In the video, the ASU librarians face was on it a lot, was that intentional? In the series that’s what they look like. Maybe it’s to add that personal touch and have the face to face interaction in this type of video setting

Microlecture – Chrys Demetry, Center for Educational Development and Assessment at WPI

- Reality check of where college professors are in relation to where librarians and instructional technologists are
- From thinking and rethinking how to use class time and how technology plays a role in those decisions
- Teaching and learning listservs – angst over “Will the web kill colleges?” “College for \$99” Many of these articles view the college education simply as knowledge transfer. For the 18-22 year old, attempting to do more. There’s quite a bit that can’t be done online
- Budding insecurity in faculty – what value does face to face instruction add? Temptation for faculty to think they need to use technology because students expect or need it.
- Chrys is trying to turn back to set of pedagogical principles
 - Encourages contact between students and faculty
 - Develops reciprocity and cooperation among students
 - Encourages active learning
 - Gives prompt feedback
 - Emphasizes time on task

- Communicates high expectations
- Respects diverse talents and learning styles
 - Chickering and Gamson 1987
- Faculty don't have the experience of creating
- Not the medium that makes the difference, it's using the medium to hit on these principles
- Faculty tend to be conservative in making changes to their teaching
- How Chrys has changed her teaching of a traditional lecture over time
 - 1993 – traditional 50 minute lecture
 - 1994 – lecture segments and think pair share problem solving
 - 2000 – lecture segments and clicker deployed problems and feedback
 - 2006 – Classroom flip – Lecture notes posted online before class and “warm-up” questions, In class lecture segments and more clicker deployed problems and feedback. Less lecture in class and more outside of class (doesn't work for all students)
 - 2010 – Multimedia lecture bites viewed before class and “warm-up” questions and in class clicked deployed problems and feedback, used
- Shaping active learning and respecting learning styles is the hardest to do online so that is being expanded in the classroom
- Combination of face to face and online learning, she is increasingly becoming more blended
- Questions
 - Anything that makes students complain is good. You obviously prepare before class. Usually get great ideas before class but don't have time to enact them. When do you prepare these materials? How far ahead of time? Prep time before class has changed for Chrys over time. She reviews students “warm-up” questions 2 hours before class and picks out responses to use as the start point of class so there initial point of learning is the start of class, not hers. Different type of preparation that changes right before class.

Learning on Demand – Kate Beverage, Manager, Technology for Teaching and Learning

- What did Rowan Atkinson study in college? There's a prize. Electrical engineering
- Learning on demand because there was a reward at the end.
- When you hear the phrase on demand – what do you think of? My remote from cable company
- Learning on demand
 - Material that is instantaneous.
 - Traditionally asynchronous. Info on the reference desk is synchronous, videos are asynchronous
 - Experience based, exploratory
- Examples
 - Podcasts
 - Webcasts
 - Help files

- Online documentation
- Presentations
- Google
- Student at University of Central Florida struggling in trigonometry went to You Tube for online video help.

Just in time tutorials for technology support – Jes Carson WPI Instructional Technology Specialist

- Does support on campus for myWPI. Tell students and faculty everything will be on myWPI which is their Blackboard server
- Issue with synchronous training – you have to be available to come when the instructor is available
- Moving things into a format that is available asynchronously – technology support website – it is really text intensive and received feedback that people were really overwhelmed
- She held classes that included an introduction to myWPI and communication
- She decided throw class model out the window, didn't want introduction to what it is
- Instead, she created a video to the system on how to navigate myWPI – 3 minute video is what she would have done in over an hour in the class. In the class, gets sidetracked on questions that people have
- Created video tutorials for each of the separate areas
- Not everyone learns in a visual text based manner. They had step by step directions on the website. They get stuck at one point and then they don't get it. The video where people can watch they find helpful
- Questions
 - Do you put links to this in the blackboard settings? There is a help button that bounces you to this site but you can't put a link in the assignment manager. You can right click to a new tab or you get bounced out of it.
 - How long does it take you to make the video? This video in particular has a lot of motion. Including recording and editing, it was about 2-.5 hours for 3.5 minutes. A faculty member created tutorials using video for software so that students could spend the time learning what they need to learn rather than learning to use the software. The students were better at using the software and were happy with having the videos
 - Did you use Camtasia? Yes. Did you use a script? She doesn't do things that way but for some people it does. Write a script the first time and then try recording it. Or you can put aside 20 minutes do a run through of what you want to record and try talking over it. The process that you need to do usually is more steps and takes longer than you think it does in your head. Camtasia is full fledged screen recording, not screen shots.
 - How do you get interactivity into the videos and make them shorter? Christine identifies learning outcomes before she starts recording the video.
 - You can't get statistics on YouTube, how do you get interactivity and statistics? Which is the bigger point? Products allow you to do branching and do

interactivity. With just in time learning, it needs to be a consideration. How do we get them only the piece they do need? Are they cognizant enough of what they do need?

- In web marketing they have different access points and visual learners click something different than text learners and what comes next depends on what you clicked first. It depends on your web design. Concept driven quick bites assists people
- Applaud you for getting in the head of your users, we have support videos related to wiki tool. Need to update because next version came out. We need to rerecord and scripts would help us if we have it. Need a text version of these also. You can also close caption these videos so that they are accessible.
- Students wanted just one list of everything Christine teaches at WPI, one summary sheet and go one place in the tutorials and search them all. Text is searchable but the video isn't. Contents and segmenting in the tutorial is something she will incorporate.
- How do you know how many students are watching your videos? Download stats but she doesn't know who they are – can get IP address and know if on campus or off campus and what time they are watching

The Connected Lab

- Videos in Junior and Senior year at WPI to develop lab procedural videos for biology 2000 level courses or watch before they come to lab so they can jump in and get going
- Designed to put focus on the science in the class, not on the set up. Rather than waiting for help they can just look up what they want to watch and can increase their self-efficacy
- Different groups did research on voice over narrations, if background music is distracting or useful for remembering information. Does it help memory retention for the video to be funny?
- Mostly looking at if students used the videos. Students liked the videos. They are doing research on the videos and the statistics of how often they are watched and when and where
- Sometimes watching the video and doing the experiment right there and then
- Received a grant to develop these tutorials and videos and used it as a student project
- Different lab setup because there is technology integrated into the lab
- Intended to be short videos
- Students used Premier and Premier Pro and iMovie for the videos since they wanted to do advanced video editing
- One of the most watched was the pig dissection video because the parts were well labeled so they watched it after the lab too
- These videos are small snippets and can be seen everywhere. Not a 3 hour video they have to watch on the tv. They can watch these videos later also.
- Hopefully no learning moment is an isolated incident.
- Faculty in civil engineering is using this for GIS software. Developing tutorials on how to use the software so they can spend time in class on why use the software. They will also use this software in their careers.
- Make use of the students you have, you don't need a grant to do this work. Get students trained and involved. There are benefits to showing someone else how to do it and then

they show someone else and utilize the fresh perspective. It's a way to demonstrate learning and understanding rather than just something that makes sense in my head.

Questions

- Value of audio learning vs audio/video? While they take place in different parts of their brain, auditory and visual learning is similar. Having video adds enrichment and you can show what things look like. Great to see it in addition to watching it. For how to instructional, video and audio is better but there are great audio resources (like a clip from npr)
- Another librarian had students record something and post it online for a purely online section and video lectures and they are using them for a face to face class. Students are finding them and like them.
- Fairfield University Library had a Choose Your Own Adventure series.
- In the transition of Office 2003 to Office 2007, they showed you how to do something in 2003 version and switching over then to Office 2007 video

Interactive part – discussing with each other:

1. What would you like to share with us or show us that ties in with the theme of microlearning and learning on demand?
2. Could you incorporate some of these ideas into your own instruction?
3. What are some of the challenges and promises of this type of instruction?

Upcoming Meetings 12/4 – IL for the Upper Level

Stacy Schwartz
NELIG Secretary 2009/2010