About Our Project & Libguide

• Sandy Hawes, MA(LIS), MEd
  – Online Services Librarian, Saint Leo University, FL

• Jane Adamson, PhD
  – Graduate online faculty, Saint Leo University, FL
Design considerations for the landing page:

1. Clear introductions of both the librarian and the professor (research shows students view librarian as a professional equal when the instructor does, too).

2. The PPT (lower left) is my way to let students get to know me before they complete the module and meet me online the following week.

3. Remember to update the dates and times for the webinar and when activity worksheets are due (scalability issue).

4. The landing page is a great place to provide updates.
1. Simplified instructions at top
2. Worksheet link w/ detailed instructions (left pane)
3. Two video tutorials (next step: provide transcripts)
4. Used same PPT template for all five modular mini-lectures (so each follows a known/set format)
5. Additional Camtasia video of actually using the library interface provided
6. Added another navigation tool at the bottom of the screen for each module (see next slide) to facilitate moving from one page to the next without scrolling to reach top tabs
We added this in January to reflect current research into how students approach instructional materials in online formats. By adding this navigation tool to the bottom of the screen for each of the tabs/modules, students can move to the next section/module without having to scroll to the top of the screen to use those navigation tabs.
This screen is a perfect example of “going with what you’ve got,” since the sample search videos couldn’t be accessed directly within the PPT video as it played.

I used Camtasia with PPT for all five of the modular introductions so that I could include voice-over narration.

We opted to add the individual database search demonstration videos to another box. This meant that students could easily access and replay each demo as they completed the module’s activities.

I am considering replacing them with .GIFs, which I’ve read are a preferred way of getting online directions.
Again, the revised page layout includes the simple, clear instructions at the top of the screen, and (unseen in the screen capture) the navigation tool at the bottom of the page.

The PPT with voice-over addresses the content using audio and visual cues. (Next step: add the transcript.)

In this example, I was able to launch and record the resource demonstrations using the PPT background.
At this point in the flipped-classroom libguide, students should be familiar with the page layout and instructions for completing the activity worksheets.

I stuck with the same PPT template, but this time was able to record the demonstration at the same time as the PPT voice-over. (I will redo all the videos before the next webinar for this course, May 9.)

N.B. YouTube is helpful for the transcript, but videos must be less than 15 minutes long.
This module has given students the most trouble. In the next iteration, I hope to:

1. Provide a written explanation of the process for finding full-text online in the collection using only a citation
2. Include step-by-step instructions for using Web of Science (aka Web of Knowledge) to identify all articles on a topic
3. Provide a separate short video showing how to get to a journal’s home page to examine its editorial policy and determine peer-review status (our library no longer has access to Ulrich’s 😞)
Because the students in this class are studying instructional design, Jane and I thought it would be good to show them all the resources needed to create this “simple” libguide. 😊