**Intro Slide:**

At UOW Library Nick and I are in a team of librarians that look after the delivery of information literacy for all students. Part of our role is to look to the way we deliver this information, whether it’s face to face or online.

Some of the key drivers at UOW that have influenced our work are: the aggressive growth strategy. We have campuses now at Hong Kong, SWS Liverpool and continuing growth at Dubai and all our Australian campuses from Loftus to Bega. There is a push to move online with 20 fully online courses to be delivered in 2018-19.

**Slide 1: (L)**

At UOW Library DLOs became an important strategic direction to enable embedded info lit.; to update existing online content and enable flexible and blended teaching options.

From 2012 the university has pushed for equitable access to resources across all locations, whether face to face or online.

Since 2014 we have taken a closer look at how we deliver Information Literacy and have tried to focus on the principles of design thinking. Through this we have developed a variety of services and tools.

“Design Thinking is a methodology used by designers (or in this case librarians) to solve complex problems (such as how to make information literacy interesting and equitable), and find desirable solutions for clients. A design mindset is not problem-focused; its solution focused and action oriented. Design Thinking draws upon logic, imagination, intuition, and systematic reasoning, to explore possibilities of what could be—and to create desired outcomes that benefit the end user (in this case our clients)”; and this is the direction we wanted to take at UOW Library.

**Slide 2: (N)**

In late 2014 the Library was awarded an *Educational Resource Development Agreement (ERDA)* grant to develop a range of digital learning objects (DLOs). The grant offered expertise and support in the development of a set of flexible learning objects to address key transitional academic literacies.

**The aims of the project:**

* Creation of a flexible set of DLOs that can be accessed via the university’s digital repository, embedded in Moodle, or available from an open online environment such as YouTube.
* Ensure consistent, quality content for all undergraduate students

The Library met with other teams from the university as part of the ERDA Grant to develop an animation based on the content storyboard that the library had written.

Unfortunately, we were unable to meet the specified style or quality animation needed by the Library, leaving us no alternative than to pull back from the ERDA process and try and create the clips ourselves.

**Slide 3: (L)**

Fail! Trying to create the clips ourselves. We are librarians not animators. The Library found they had the expertise to create digital learning objects but only to the storyboard stage. As librarians we have the knowledge of the skills we want to teach students and the desire to engage in an online environment but quickly found out that we lacked the skills for animating and video-editing. Further to this the current staffing arrangement didn’t provide a framework or capacity to create DLOs.

We tried a variety of tools from Adobe Premier Pro and Captivate, again to find that we would need upskilling and too much time away from our everyday duties. The feedback from staff trying to use these tools was that it’s too hard and they didn’t feel they had the time to invest developing the skills needed.

**Slide 4: (L)**

In 2016 we undertook a client satisfaction survey. The results provided indicated that students struggled to find the resources they need particularly when using our library discovery layer. Students reported that our library homepage and discovery layer are difficult to navigate and they rarely find what they are looking for.

Further to this we collect statistics around queries received face to face and online and a lot of these are around difficulty navigating the library website.

In previous years in the first few weeks of semester the library provided face to face information literacy classes to students from College through to Postgraduate. Often librarians would be doing 2hr classes back to back and sometimes students were seeing the same content twice a week. All of these classes were delivered at our main campus meaning all of the regional campuses were not provided with the same level of support.

On top of this students were learning skills that they may not need for several weeks at a period where they were being bombarded by information from many other areas throughout UOW. This would mean they struggled to retain these skills to use, feedback from academics was that their students did not understand basic information literacy concepts.

With all of this in mind it was decided that we needed a tool that was easy for library staff to use and could help students at their point of need.

**Slide 5: (N)**

We needed a technology that would provide:

* Low Cost - with it being free, if possible
* Ease of Use - with minimal video editing skills required,
* Supports active learning, point of need help and is engaging for students
* Easy to edit and update
* Ability to customise for example can add quizzes and provide feedback

**Slide 6: (N)**

In my previous position at another University I was responsible for creating digital learning objects for the school of Humanities and Communication Arts. Most of these DLO’s were short screen capture videos. One of the frustrations of making a video on how to navigate a database was that databases often change their interface which would make the video no longer relevant and the same content would need to be created and recorded again.   
It was during this time I came across a book on information literacy and technology. It was here that I first read about the program Guide on the Side, which we affectionately refer to as GotS. I navigated to their website and signed up for a trial account. In 2016 I secured a position at UOW Library. I was asked to lead task a finish group and create? A framework for creating DLO’s. I was updated on this history of the previous attempts and the barriers that were encountered. I presented the Guide on the Side to the group and we agreed it met our criteria.

The decision was made to use Guide on the Side as one of our tools, particularly for library database instruction.

Further to this a Guide on the side tutorial:

* Can be provided at point of need. For example some of our academics have embedded a GoTS tutorial into their moodle sites alongside the information for their assessments
* The creation of a GoTS tutorial is quite simple, if you can use word you can use gots

**Slide 8: (N)**

Either screen shots or a live demo. Use WOS Advanced show first couple of screens and last feedback screen.

As we have been using the principles of design thinking, instant student feedback has been an important part of our refining process.

Here is some of the feedback that has come via the GotS feedback form:

* This tutorial was helpful and interactive - it would be a great idea to keep it!
* Informative tutorial especially for older beginners. Thank you!
* Helpful in learning how to use the UOW library database and find academic resources.

**How academics have incorporated this tool:**

In first semester of 2017 an academic from Geography contacted the library and asked us to provide six face to face classes for third year undergraduates who were doing a research project, as we’ve done in the previous years.

At the time we did not have enough librarians to meet this need so Library staff met with her to discuss a different way of delivering this information. We showed her our WOS GotS tutorial, the academic liked the fact that GoTS closely replicated a face to face class and that it could be embedded into her moodle and students could access it at point of need.

She had some concerns about knowing if her students had completed the tutorial. To address this we showed her the end screen and her students were told to enter their tutors email address to confirm that they had completed the task.

Feedback at the end of semester was that a lot of the subject tutors were happy with the simplicity of this tool and how it could reach all students, no matter their location, and that they could come back to it whenever they needed to review the information.

**Slide 7: (L)**

##### The process for creating a DLO in the library requires collaboration across several teams. The library has recently embraced content strategy to help our quality control and consistency for all our web content.

##### Requests for the creation of DLO’s may come from academics, students or Library staff. Initial requests are sent to the Content Strategy team, to help establish purpose, audience and delivery requirements.If a DLO is identified as best solution it will follow a production process.

A workflow was established to ensure we were all following the same procedure. The workflow relies on effective communication between our team, the requestor, Content Strategy Team, and the subject matter expert or content owner (based on the DLO topic). Throughout the production process there is clear feedback and regular communications between all teams.

**Slide 9:**

Some of the things we have learnt through this process:

* learnt from our failures - just because something doesn’t work at the first attempt, doesn’t mean it won’t work another time;
* If you struggle with a particular technology, doesn’t mean you’ll struggle with all technologies
* Block out the inner voice that says this can’t be done
* Don’t be afraid to explore and experiment
* Listen to your audience
* Don’t be afraid to ask for other teams expertise