Integrating the Digital Library into an Online MS IDT Program

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INTRODUCTION/SESSION OVERVIEW

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• History and Structure of MISDT Program and Library Involvement
• Program Strands, Orientation Meetings, Program/Course Activities
• Range of Library Services for Distance Students
• Emerging Issues and Next Steps
History and Structure of MS in Instructional Design Program

- 1st totally online MS degree at CSU Fullerton
- Accredited by WASC in June, 2002
- 1st cohort now graduating
- N-25 students – K-12 and business/industry
- 2 courses/term segment – 30 units
- Project/practicum – culminating experience
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Collaboration History with Library

- Collaboration since inception of workgroup - June 2001
- Participated in document preparation - library holdings - for WASC accreditation
- Integral part of program
- Works with students from beginning with boot-up camp
• TOPICS
• PROGRAM STRANDS
• ORIENTATION MEETINGS
• PROGRAM/ COURSE ACTIVITIES THAT UTILIZE INTENSIVE LIBRARY SUPPORT

• Dr. Karen Ivers, Chair, MSIDT Program Council
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Topics

- Learning Goals and Strands
  - Instructionally and as applied to library research and support

- Face-to-Face Meetings
  - Boot-up Camp
  - Midpoint

- Sample Class Activities
  - Library support
Learning Goals/Strands

- Assessment/Evaluation
- Collaboration
- Critical Thinking and Problem Solving
- Media Literacy
- Research
- Written Communication

<Instructional and as applied to library research>
Assessment and Evaluation

- The ability to develop appropriate criteria and implement methodology for determining the effectiveness of teaching and learning strategies and experiences.

- Students must also be able to effectively evaluate and assess websites and other research materials. The library provides web resources for this.
Collaboration

- The ability to work productively in a team or in collaborative settings to achieve common goals or purposes.

- Students work with library personnel to improve research methods and access to information.
Critical Thinking and Problem Solving

- The ability to analyze, evaluate, and synthesize information as well as generate and apply appropriate solutions to solve problems based on reasoned rationale.

- This applies to all research papers and final project in which the library is an integral part.
Media Literacy

• The ability to plan, design, implement, and assess various media while considering ethical and equity issues.

• While conducting research, students use their media literacy skills to access, analyze, evaluate, and communicate information in a variety of formats including print and nonprint.
The ability to conduct, evaluate, and synthesize research and apply theoretical ideas to practical settings.

Includes the ability to use library resources; the library offers students numerous avenues of support for conducting research.
**Written Communication**

- The ability to effectively present ideas in a logical framework in a variety of written forms with proper language structure and mechanics.

- Library provides student support with web resources in areas such as APA format, grammar, etc.
Face-to-Face Meetings

- Orientation
  - Set Goals
  - Additional Background
  - Team Building
  - Administrative Matters
  - Library Overview

- Midpoint
  - Reflect/Refine Goals
  - Current Strengths and Weaknesses
  - IRB Process
  - Questions/Concerns
Sample Class Activities

- IDT 505: Hardware and Authoring Environments in Instructional Contexts
- IDT 510: Research Practices in Instructional Design and Technology
- IDT 520: Instructional Design Issues for Technology-based Instruction
- IDT 525: Instructional Approaches in Learning and Cognition
- IDT 530: Planning, Designing, and Evaluating Technology-based Instruction
- IDT 535: Instructional Strategies for Pre-K through Adulthood
- IDT 540: Web-based Teaching and Learning
- IDT 545: Emerging Technology and Issues in Instruction
- IDT 550: Practicum in Instructional Design and Technology
- IDT 597: Project
Range of Library Services for Distance Students

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  - Coordinator of Library Instruction, Reference and Electronic Resources
  - Pollak Library
Library Services: Areas of Need for MSIDT program

- Electronic resources, especially journals
- Remote Access to CSUF-owned electronic resources
- Remote Access to CSUF-owned print resources
- Access to articles and books not owned by CSUF
- Access to reserve materials
- Access to reference librarians
- Access to library instruction
CSUF Library Resources

- Electronic journal collection already strong.
- Supplemented by Ingenta document delivery.
- Added SFX in 2003, allowing full-text linking to ERIC and other articles indexes.
Remote Access to Electronic and Print Resources

- Fall 2002, MS Proxy had just replaced fee-based Titan Access Online
- Moved to EZ-Proxy for 2003-2004
- Campus portal used for authentication
- Added scanning service for CSUF-owned articles available only in paper format.
- Added document delivery of books and scanned articles via mail.
Access to articles and books not owned by CSUF

- Has speeded up article delivery especially.
Access to Reserve materials

- E-Reserves launched officially 2002.
- Working toward including e-reserves in Blackboard courses.
Access to reference librarians

- Telephone Reference added 2001/02
- Virtual live reference added 2002/03
- Currently part of the 24/7 CSU consortium.
Access to library instruction

- Library orientation workshop during boot-up camp.
- Distance Education student newsletter
- Access to MSIDT Blackboard course to check discussion boards.
- MSIDT web-based library guide
EMERGING ISSUES AND NEXT STEPS

- Progress made
- Turnitin.com
- Certificate Programs
- Additional Library Projects-Metalib
- Linking Library into Blackboard
- International Student Distance Delivery
- “Digital flip”
- Internet 2 and Media resources
- CA State budget issues and library implications