

COLLABORATING IN NEW LEARNING SPACES TO SUPPORT STUDENTS' RESEARCH AND TECHNOLOGY TRAINING NEEDS

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Collaborating to Support Students' Research and Technology Training Needs

- Re-Envisioning Our Student Spaces on Campus
 - ▣ Goals, Scope, Services, and the Physical Environment
- Collaborating to Develop Services in a New Space
 - ▣ Why Collaborate and what is a Learning Byte?
 - ▣ Student Survey on Research and Technology Training Needs – Questions Asked and Results
 - ▣ Development of the Learning Byte “Suite” of Content
- Initial Results
- Possible Future Directions
- Questions for You...

Computer Lab Modernization Initiative

Goals

- Rethink the design and purpose of traditional computer labs
- Foster education and innovation through state-of-the-art spaces and services
- Use a participatory design process with input from stakeholders and partners



Computer Lab Modernization Initiative

Scope

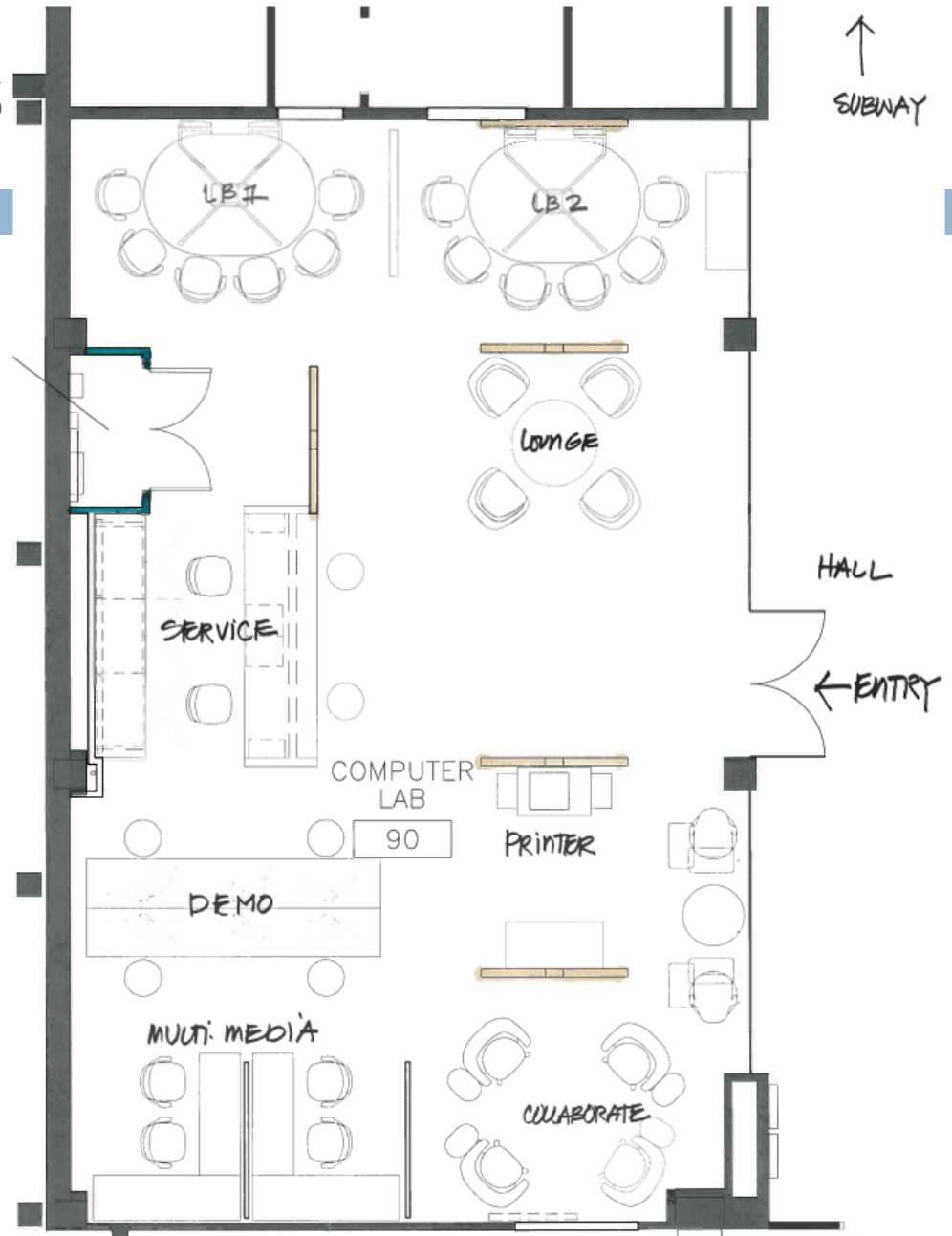
- Support simultaneous distinct activities by individuals and groups in a dynamic and flexible environment
- Experiment with layout, furniture, and services to inform re-envisioning other spaces



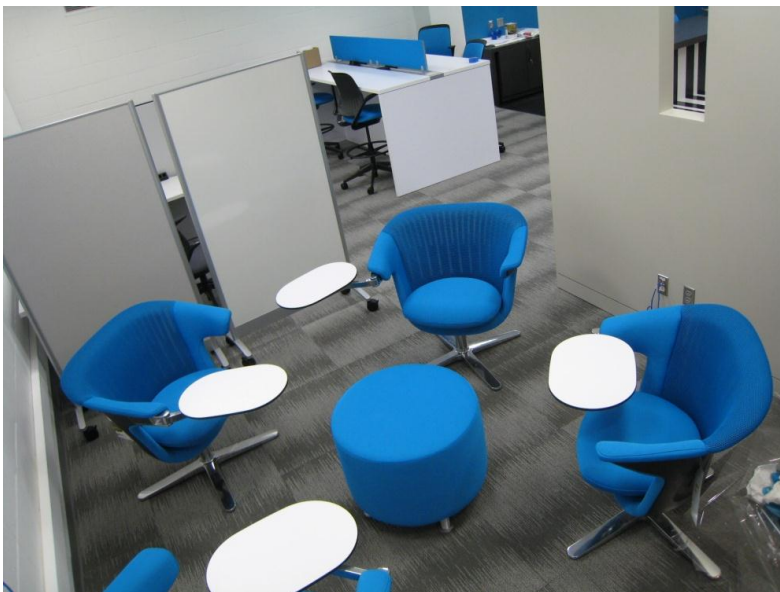
TECH STOP:
learning.support.research.
BLEGEN 90

Available Services

- Service Desk
- Technology Help
- Microsoft Software Distribution
- Printing
- Multimedia Development
- Small Group Collaboration
- Learning Bytes
- Informal Learning



Physical Environment



Physical Environment

Informal spaces... informal learning!



Why Collaborate?

- Libraries work is increasingly technology related and/or driven
- Previous collaboration with OIT staff have identified areas of overlap in instruction where there might be synergies that could be developed to best support students on campus (e.g., Media Skills Development and Support)
- Given increasing interdisciplinarity of research, budget constraints, and user demands for seamless services, collaboration is increasingly viewed as desirable across campus, especially with administration.

Blegen 90 and Learning Bytes

- What is a Learning Byte?
 - Brief (20 to 30 minute) learning session focused on technology and/or research skills
 - Student driven when possible – instructors prepared to answer questions student bring about the posted topics (but also come prepared with a brief outline of teaching points if student want an introduction/overview)
 - Small session focused on 6 users or less
 - Sessions are often offered repeatedly over a couple of hours to allow users to drop in on the next session or on a concurrent session on a related topic

Developing a Survey to Gauge Student Interest in Learning Byte Topics

- Small working group from OIT and the libraries develop informal survey to help develop Learning Byte programming for Blegen 90
- Initial list is shared with Library staff who add new ideas
- List is culled and condensed by working group based on experience with users in the libraries and computing spaces.
- Attempt to anticipate emerging areas related to student training needs (e.g., identity management).

The Final Survey - Keep it Simple!

- Basic Demographic Data – what college are you affiliated with and are you a grad, undergrad, or other
- Identify students basic interest in the topics presented – not interested, somewhat interested, very interested, or no answer
- Topics are described using language that might resonate with students and grouped together under broad categories.
- Finally, learn more about how students like to learn about new technology topics.



Technology Learning Bytes

The Office of Information Technology and University Libraries would like your input on **learning opportunities for technology-related topics.**

A note on privacy


This survey is anonymous.

The record kept of your survey responses does not contain any identifying information about you unless a specific question in the survey has asked for this. If you have responded to a survey that used an identifying token to allow you to access the survey, you can rest assured that the identifying token is not kept with your responses. It is managed in a separate database, and will only be updated to indicate that you have (or haven't) completed this survey. There is no way of matching identification tokens with survey responses in this survey.

Please tell us about yourself

***What is your student status at the University?**

Choose one of the following answers

Please choose... 

What is your college of enrollment?

Choose one of the following answers

Please choose... 

Please indicate your interest in the following learning topics

Papers and Presentations

	Not interested	Somewhat interested	Very interested	No answer
Formatting Papers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
Creating a bibliography	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
Creating charts and tables	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
Creating presentations using templates	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
Moodle: uploading papers and posting to forums	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>

Other

Research

	Not interested	Somewhat interested	Very interested	No answer
Getting started with your research	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
Help finding scholarly articles	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
Finding books for your research	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
Tracking your research - Basic citation management	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
Advanced citation management	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
Researching public policy issues	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
Researching companies for your job search	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
Using Google Scholar for research	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
Advanced Google searching	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>

Media Production and Publishing

	Not interested	Somewhat interested	Very interested	No answer
Finding and using free-to-use media	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
Recording and editing sound	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
Processing videos	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
Sharing videos	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
Color correcting images	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
Editing images	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
Capturing screenshots	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>

Other

Assignments and Group Projects

	Not interested	Somewhat interested	Very interested	No answer
Bloggng for class assignments	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
Creating a group project website	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
Collaborative authoring with Google Documents	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
Organizing and sharing information found on the web	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
Organizing information with mindmapping software	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>

Managing Your Digital Life

	Not interested	Somewhat interested	Very interested	No answer
Effectively managing your email	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
File storage options	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
Organizing your notes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
Managing your online presence	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
Using video chat and Skype	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>

Other

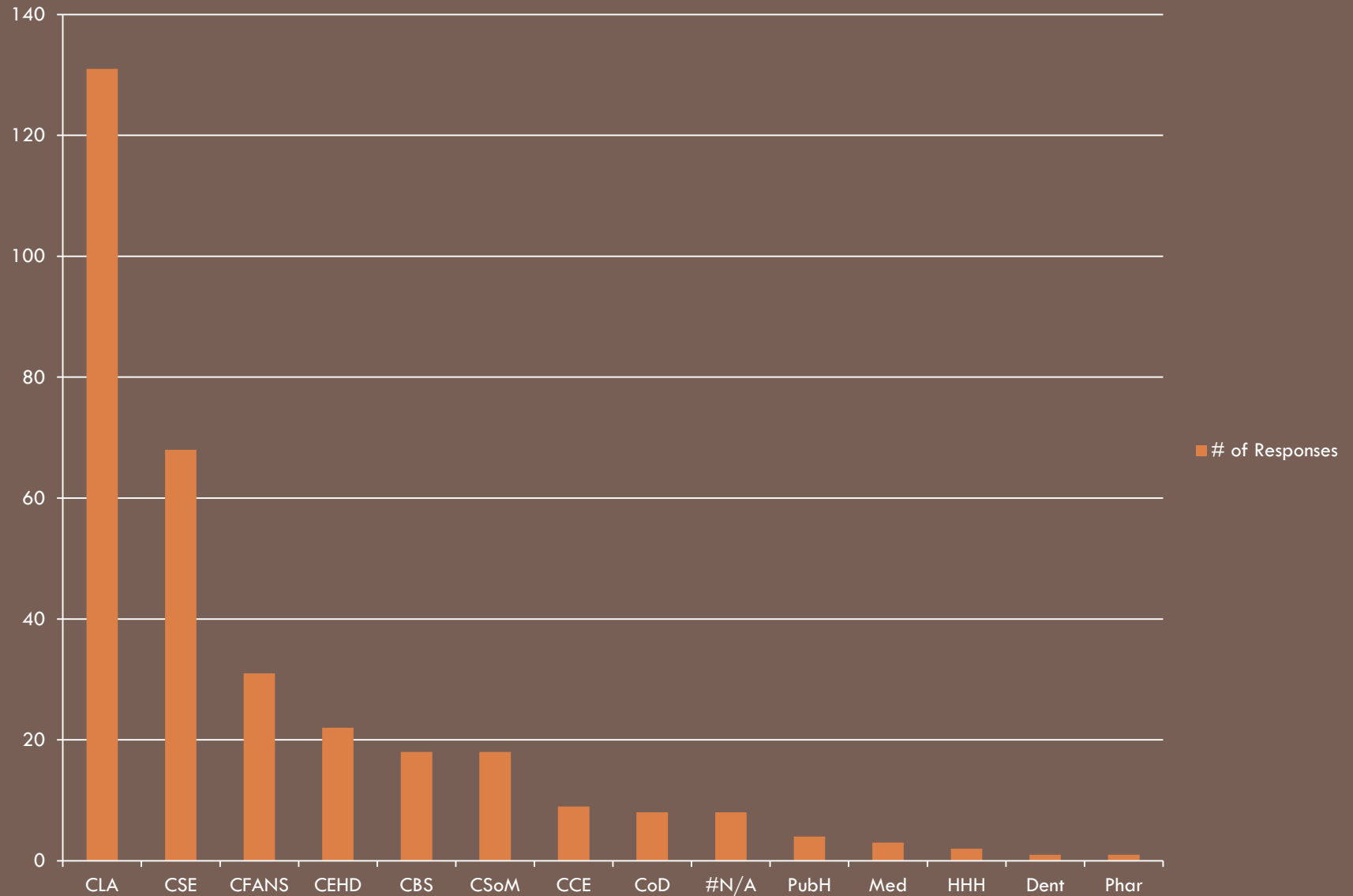
Please indicate your preferred method of learning about technology-related topics

	I really don't like this method		This is okay		I really like this method	No answer
Short informal question and answer sessions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
Longer hands-on skills classes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
Demonstrations or seminars	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
Short video clips	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
Other online learning resources	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>

Distribution of the Survey

- Undergrad Update
- Library Liaison e-mails via departmental listservs
- Promotion at existing Tech Stop and OIT Computer lab locations
- Information distributed at Library Service points

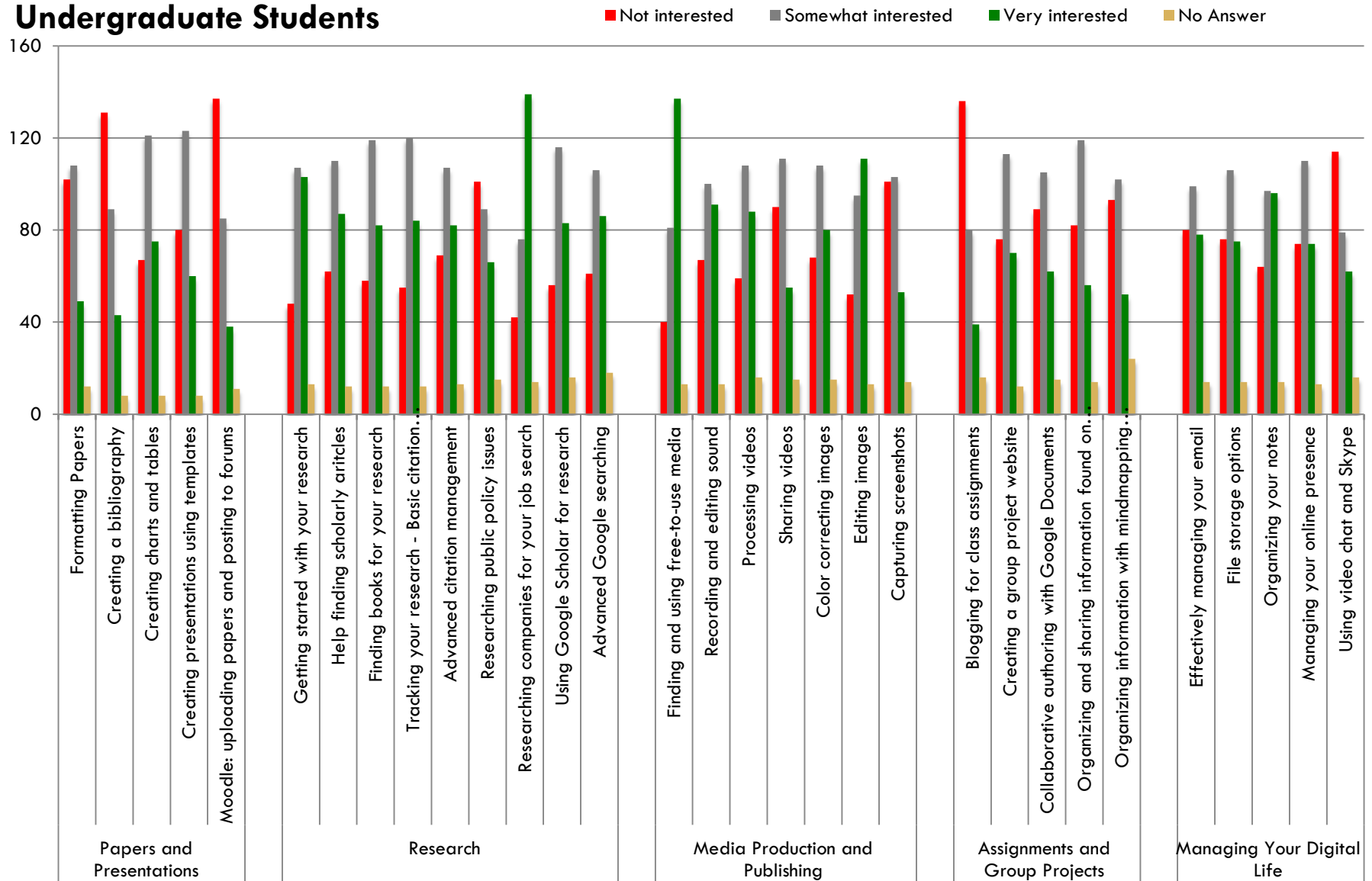
OF SURVEY RESPONSES BY COLLEGE



What did they tell us? – Undergrad Students

Look for tall green and grey bars and short red bars.....

Undergraduate Students

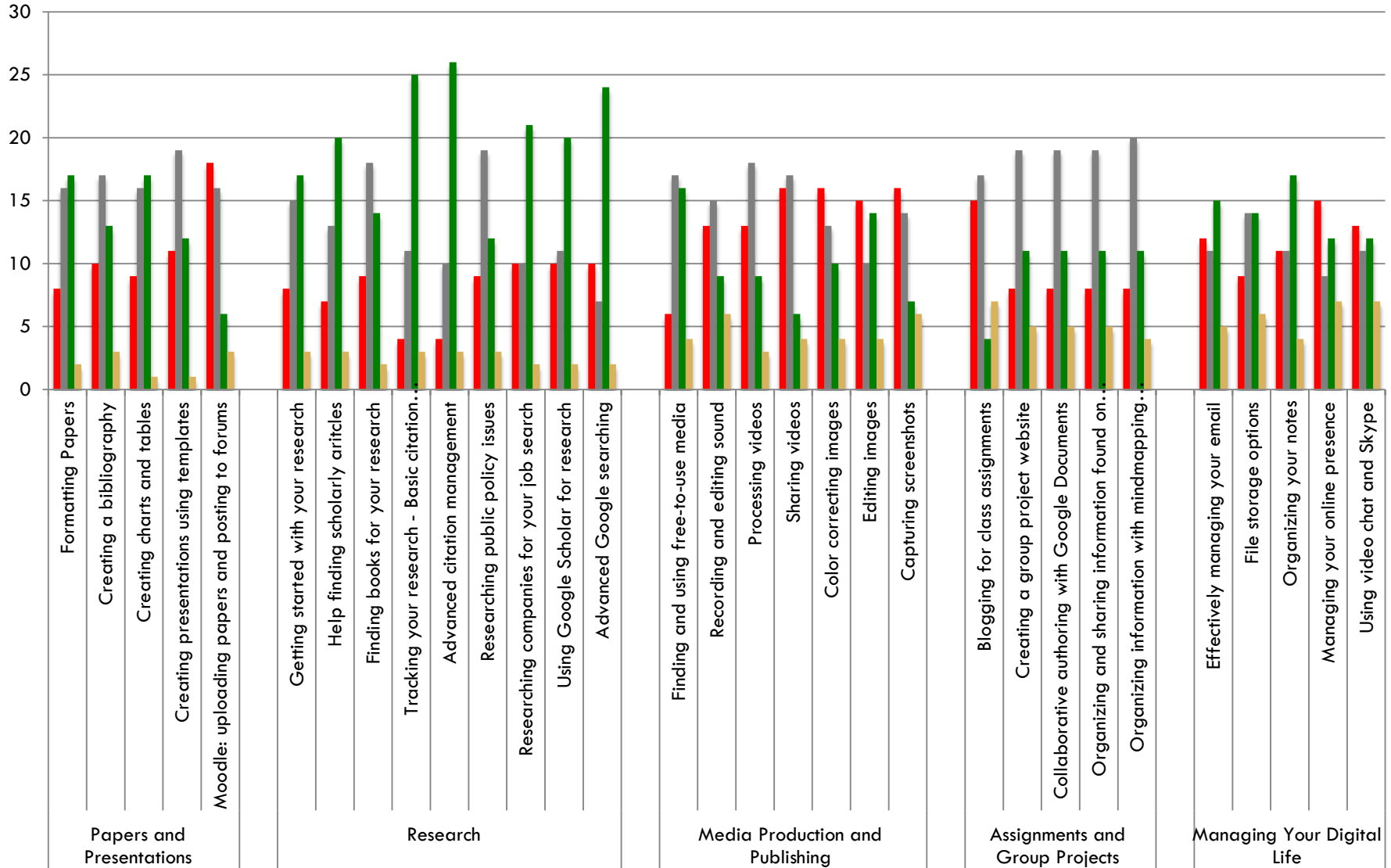


What did they tell us? – Grad Students

Look for tall green and grey bars and short red bars.....

Graduate Students

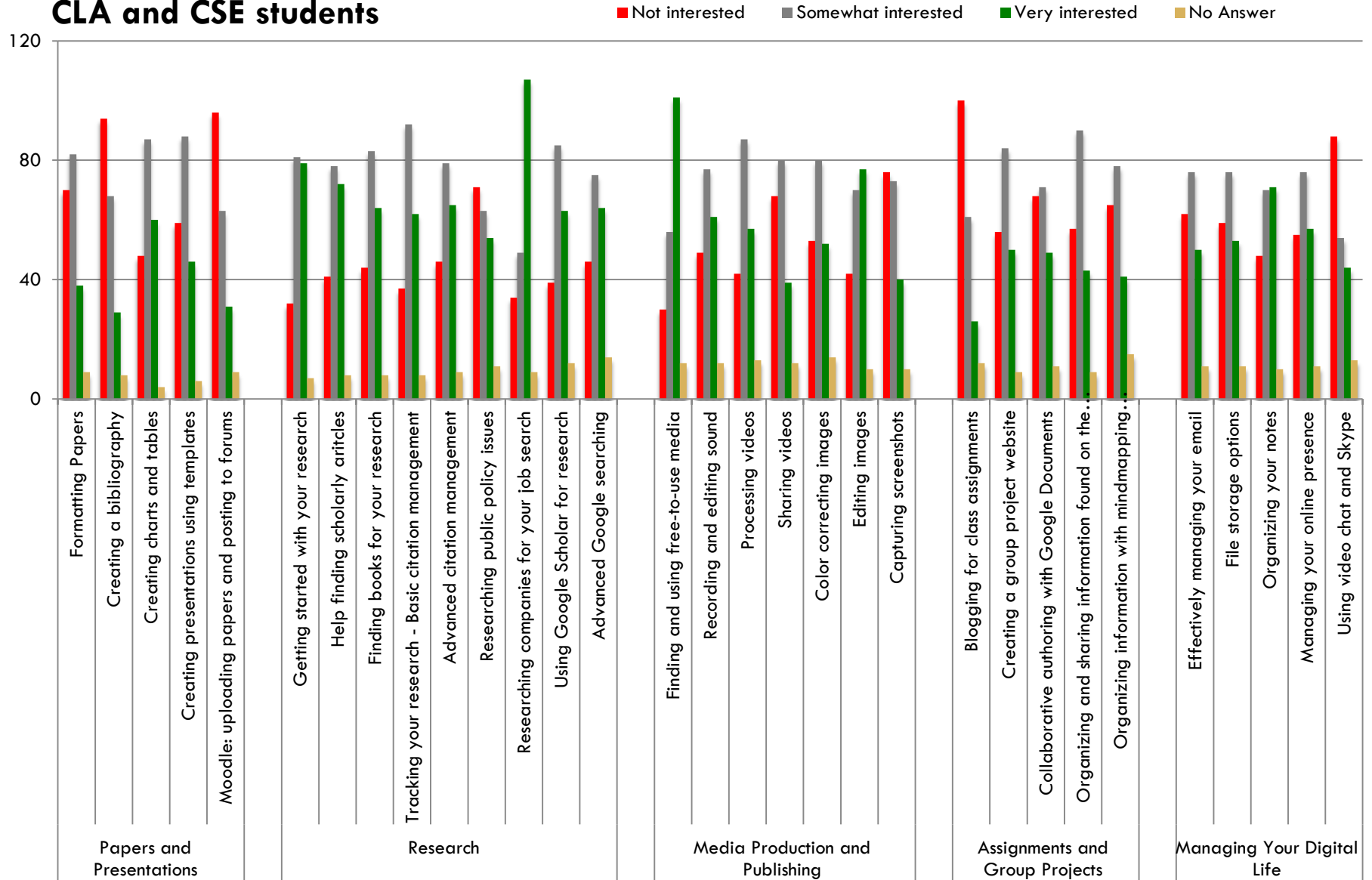
■ Not interested
 ■ Somewhat interested
 ■ Very interested
 ■ No Answer



What did they tell us? – Liberal Arts and Sci/Eng

Look for tall green and grey bars and short red bars.....

CLA and CSE students

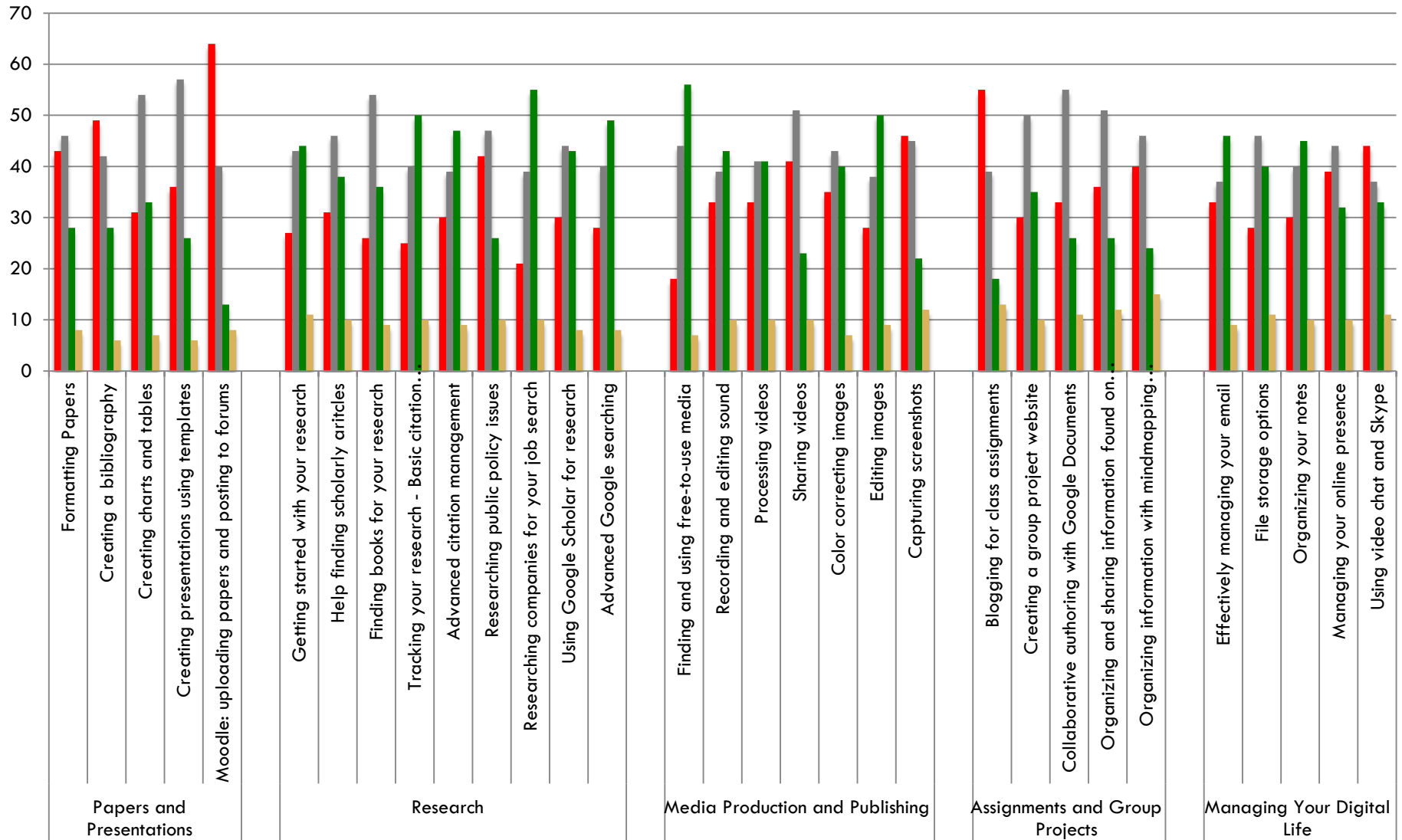


What did they tell us? – Professional Programs

Look for tall green and grey bars and short red bars.....

CSoM, CEHD, CFANS, CCE, CBS, CoD, Phar, HHH, Med, Dent, PubH, #N/A

■ Not interested ■ Somewhat interested ■ Very interested ■ No Answer



Experimenting with Learning Bytes

- Based on the Survey results (and a look at our experiences with instructing in these arenas) we devised two “suites” of content for LB sessions.
 - ▣ Research Paper Support
 - ▣ Media Manipulation and Content
- Worked with appropriate OIT and Library staff to develop the sessions and identified weeks during the semester to “run” the sessions
- Devised complementary content to run concurrently in some cases to see if participation would be enhanced

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Technology Learning Bytes

Drop in for a Wee Byte of Learning

Want to learn how to find free images, format bibliographies, or edit videos? These and other topics are offered as 30-minute sessions in a small group environment. Short, concise, and targeted to your needs, Technology Learning Bytes take place in the brand new Tech Stop in Blegen 90--no registration necessary. Attend, ask questions, and expand your skills!

Brought to you by the Office of Information Technology (OIT) and UMN Libraries.

Today ◀ ▶ **Wednesday, February 15** ▼ Print Week Month Agenda

Monday, February 20	
1:25pm	Easy Tools for Your Bibliography
2:10pm	Easy Tools for Your Bibliography
2:55pm	Easy Tools for Your Bibliography
3:40pm	Easy Tools for Your Bibliography
Tuesday, February 21	
1:25pm	Thirty Minutes to a Great Research Paper
1:25pm	Top 6 Tips for Finishing Papers
2:10pm	Thirty Minutes to a Great Research Paper
2:10pm	Top 6 Tips for Finishing Papers
2:55pm	Thirty Minutes to a Great Research Paper
2:55pm	Top 6 Tips for Finishing Papers
3:40pm	Thirty Minutes to a Great Research Paper
3:40pm	Top 6 Tips for Finishing Papers
Wednesday, February 22	
1:25pm	Creating and Using Charts
2:10pm	Creating and Using Charts

Events shown in time zone: Central Time Google Calendar

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Today



Thursday, February 23 ▾

Print

Week

Month

Agenda

Thursday, February 23

- | | |
|--------|--|
| 1:25pm | Organizing Your Electronic Notes |
| 1:25pm | Undergrads: Create Your Bibliography in Seconds! |
| 2:10pm | Organizing Your Electronic Notes |
| 2:10pm | Undergrads: Create Your Bibliography in Seconds! |
| 2:55pm | Organizing Your Electronic Notes |
| 2:55pm | Undergrads: Create Your Bibliography in Seconds! |
| 3:40pm | Organizing Your Electronic Notes |
| 3:40pm | Undergrads: Create Your Bibliography in Seconds! |

Monday, February 27

- | | |
|--------|------------------------------|
| 1:25pm | Finding and Using Free Media |
| 1:25pm | Improving Your Image(s) |
| 2:10pm | Finding and Using Free Media |
| 2:10pm | Improving Your Image(s) |
| 2:55pm | Finding and Using Free Media |
| 2:55pm | Improving Your Image(s) |
| 3:40pm | Finding and Using Free Media |

Events shown in time zone: Central Time

Google Calendar

Search courses

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Today ◀ ▶ **Tuesday, February 28** ▼

Print Week Month **Agenda**

Tuesday, February 28

- 1:25pm Finding and Using Free Media
- 2:10pm Finding and Using Free Media
- 2:55pm Finding and Using Free Media
- 3:40pm Finding and Using Free Media

Wednesday, February 29

- 12:00pm Making Movies Fast!
- 12:45pm Making Movies Fast!
- 1:25pm Sharing Your Videos
- 1:30pm Making Movies Fast!
- 2:10pm Sharing Your Videos
- 2:15pm Making Movies Fast!
- 2:55pm Sharing Your Videos
- 3:40pm Sharing Your Videos

Thursday, March 1

- 1:25pm Making Movies Fast!
- 2:10pm Making Movies Fast!

Events shown in time zone: Central Time



Initial Results

- Cross-over between concurrent media sessions has occurred
- At least one participant utilized expert staff assistance for a more in-depth consultation relating to a broad range of topics (maps/GIS, copyright related to images, software for eTextbook development)
- Promotion more critical given changing traffic patterns – prime traffic time is 11 to 2 p.m. (the influence of Subway/Papa Johns down the hall)

Initial Results

- Plans to tie future media session schedule to specific class assignments and promotion via direct class visits
- Attendance at Learning Byte sessions has been light
- We are asking “What do we do next to increase participation or better respond to user needs?”
- Comments from one of our instructors: Buy-in from faculty to encourage/require students to attend would be useful. As we have found with our workshops--undergraduates don't seem to attend voluntary stuff--at least in big numbers (or we haven't figured out how to reach them/entice them yet).

Possible Future Directions

Online engagement...

- include both local and remote participants and/or experts
- offer on-demand learning sessions with a remote instructor



Possible Future Directions

Promotion...

- Use digital signage to raise awareness of availability of Learning Bytes



Motivation to participate...

- Use digital signage to run videos to help people "know what they don't know"
- Coordinate Learning Bytes topics and scheduling around student assignments

Possible Future Directions

Additional audiences...

- Use Learning Bytes to follow up formal classroom training for staff with opportunities for informal learning

Extended engagements...

- Offer Learning Bytes in a series as an extended learning opportunity for individuals or groups



Possible Future Directions



Tell us what you think....

- ▣ What are you doing on your campus to support innovative uses of technology? What has worked and what hasn't?
- ▣ How do you best meet the research and technology training needs of your users?
- ▣ What are your goals and your measures of success for this sort of program?
- ▣ And do you have any questions for us?