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

Kristi L. Jensen (kjensen@umn.edu), University of Minnesota - Twin Cities
Kathy Olson (kolson@umn.edu), University of Minnesota - Twin Cities
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...
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
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.
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.
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

<table>
<thead>
<tr>
<th>Topic</th>
<th>Not interested</th>
<th>Somewhat interested</th>
<th>Very interested</th>
<th>No answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Formatting Papers</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Creating a bibliography</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Creating charts and tables</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Creating presentations using templates</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Moodle: uploading papers and posting to forums</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Research

<table>
<thead>
<tr>
<th>Topic</th>
<th>Not interested</th>
<th>Somewhat interested</th>
<th>Very interested</th>
<th>No answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Getting started with your research</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Help finding scholarly articles</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Finding books for your research</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tracking your research - Basic citation management</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Advanced citation management</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Researching public policy issues</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Researching companies for your job search</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Using Google Scholar for research</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Advanced Google searching</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Media Production and Publishing

<table>
<thead>
<tr>
<th>Activity</th>
<th>Not interested</th>
<th>Somewhat interested</th>
<th>Very interested</th>
<th>No answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Finding and using free-to-use media</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>Recording and editing sound</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>Processing videos</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>Sharing videos</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>Color correcting images</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>Editing images</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>Capturing screenshots</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
</tbody>
</table>

**Other:**

### Assignments and Group Projects

<table>
<thead>
<tr>
<th>Activity</th>
<th>Not interested</th>
<th>Somewhat interested</th>
<th>Very interested</th>
<th>No answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Blogging for class assignments</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>Creating a group project website</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>Collaborative authoring with Google Documents</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>Organizing and sharing information found on the web</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>Organizing information with mindmapping software</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
</tbody>
</table>
### Managing Your Digital Life

<table>
<thead>
<tr>
<th></th>
<th>Not interested</th>
<th>Somewhat interested</th>
<th>Very interested</th>
<th>No answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Effectively managing your email</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>File storage options</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>Organizing your notes</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>Managing your online presence</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>Using video chat and Skype</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
</tbody>
</table>

**Other**

---

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

<table>
<thead>
<tr>
<th>Method</th>
<th>I really don't like this method</th>
<th>This is okay</th>
<th>I really like this method</th>
<th>No answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Short informal question and answer sessions</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>Longer hands-on skills classes</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>Demonstrations or seminars</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>Short video clips</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>Other online learning resources</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
</tbody>
</table>
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
What did they tell us? – Undergrad Students
Look for tall green and grey bars and short red bars.....

Undergraduate Students

- Formatting Papers
- Creating a bibliography
- Creating charts and tables
- Creating presentations using templates
- Moodle: uploading papers and posting to forums
- Getting started with your research
- Help finding scholarly articles
- Finding books for your research
- Advanced citation management
- Researching public policy issues
- Researching companies for your job search
- Using Google Scholar for research
- Advanced Google searching
- Finding and using free-to-use media
- Recording and editing sound
- Processing videos
- Sharing videos
- Color correcting images
- Editing images
- Capturing screenshots
- Blogging for class assignments
- Creating a group project website
- Collaborative authoring with Google Documents
- Organizing and sharing information found on the web
- Organizing information with mindmapping
- Effectively managing your email
- File storage options
- Organizing your notes
- Managing your online presence
- Using video chat and Skype

Papers and Presentations
Research
Media Production and Publishing
Assignments and Group Projects
Managing Your Digital Life

Not interested
Somewhat interested
Very interested
No Answer
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

**Papers and Presentations**

- Formatting Papers
- Creating charts and tables
- Creating presentations using templates
- Moodle: uploading papers and posting to forums

**Research**

- Getting started with your research
- Help finding scholarly articles
- Finding books for your research
- Advanced citation management
- Researching public policy issues
- Researching companies for your job search
- Using Google Scholar for research
- Advanced Google searching
- Finding and using free-to-use media
- Recording and editing sound
- Processing videos
- Sharing videos
- Color correcting images
- Editing images
- Capturing screenshots

**Media Production and Publishing**

-Blogging for class assignments
- Creating a group project website
- Collaborative authoring with Google Documents
- Organizing and sharing information found online
- Organizing information with mindmapping
- Effectively managing your email
- File storage options
- Organizing your online presence
- Managing your online presence
- Using video chat and Skype

**Assignments and Group Projects**

- Papers and Presentations
- Research
- Media Production and Publishing

**Managing Your Digital Life**

- Organizing your notes
- Managing Your Digital Life
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

- Not interested
- Somewhat interested
- Very interested
- No Answer

Papers and Presentations

Research

Media Production and Publishing

Assignments and Group Projects

Managing Your Digital Life

- Formatting Papers
- Creating a bibliography
- Creating charts and tables
- Creating presentations using templates
- Moodle: uploading papers and posting to forums
- Getting started with your research
- Help finding scholarly articles
- Finding books for your research
- Advanced citation management
- Researching public policy issues
- Researching companies for your job search
- Using Google Scholar for research
- Advanced Google searching
- Finding and using free-to-use media
- Recording and editing sound
- Processing videos
- Sharing videos
- Color correcting images
- Capturing screenshots
- Blogging for class assignments
- Creating a group project website
- Collaborating authoring with Google Documents
- Organizing and sharing information found on the
- Organizing information with mindmapping
- Effectively managing your email
- File storage options
- Organizing your notes
- Managing your online presence
- Using video chat and Skype

Papers and Presentations

Research

Media Production and Publishing

Assignments and Group Projects

Managing Your Digital Life

- Formatting Papers
- Creating a bibliography
- Creating charts and tables
- Creating presentations using templates
- Moodle: uploading papers and posting to forums
- Getting started with your research
- Help finding scholarly articles
- Finding books for your research
- Advanced citation management
- Researching public policy issues
- Researching companies for your job search
- Using Google Scholar for research
- Advanced Google searching
- Finding and using free-to-use media
- Recording and editing sound
- Processing videos
- Sharing videos
- Color correcting images
- Capturing screenshots
- Blogging for class assignments
- Creating a group project website
- Collaborating authoring with Google Documents
- Organizing and sharing information found on the
- Organizing information with mindmapping
- Effectively managing your email
- File storage options
- Organizing your notes
- Managing your online presence
- Using video chat and Skype
What did they tell us? — Professional Programs

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

<table>
<thead>
<tr>
<th>Day</th>
<th>Time</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monday, February 20</td>
<td>1:25pm</td>
<td>Easy Tools for Your Bibliography</td>
</tr>
<tr>
<td></td>
<td>2:10pm</td>
<td>Easy Tools for Your Bibliography</td>
</tr>
<tr>
<td></td>
<td>2:55pm</td>
<td>Easy Tools for Your Bibliography</td>
</tr>
<tr>
<td></td>
<td>3:40pm</td>
<td>Easy Tools for Your Bibliography</td>
</tr>
<tr>
<td>Tuesday, February 21</td>
<td>1:25pm</td>
<td>Thirty Minutes to a Great Research Paper</td>
</tr>
<tr>
<td></td>
<td>1:25pm</td>
<td>Top 6 Tips for Finishing Papers</td>
</tr>
<tr>
<td></td>
<td>2:10pm</td>
<td>Thirty Minutes to a Great Research Paper</td>
</tr>
<tr>
<td></td>
<td>2:10pm</td>
<td>Top 6 Tips for Finishing Papers</td>
</tr>
<tr>
<td></td>
<td>2:55pm</td>
<td>Thirty Minutes to a Great Research Paper</td>
</tr>
<tr>
<td></td>
<td>2:55pm</td>
<td>Top 6 Tips for Finishing Papers</td>
</tr>
<tr>
<td></td>
<td>3:40pm</td>
<td>Thirty Minutes to a Great Research Paper</td>
</tr>
<tr>
<td></td>
<td>3:40pm</td>
<td>Top 6 Tips for Finishing Papers</td>
</tr>
<tr>
<td>Wednesday, February 22</td>
<td>1:25pm</td>
<td>Creating and Using Charts</td>
</tr>
<tr>
<td></td>
<td>2:10pm</td>
<td>Creating and Using Charts</td>
</tr>
</tbody>
</table>
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 Bielen 90—no registration necessary. Attend, ask questions, and expand your skills!

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

<table>
<thead>
<tr>
<th>Thursday, February 23</th>
</tr>
</thead>
<tbody>
<tr>
<td>1:25pm</td>
</tr>
<tr>
<td>1:25pm</td>
</tr>
<tr>
<td>2:10pm</td>
</tr>
<tr>
<td>2:10pm</td>
</tr>
<tr>
<td>2:55pm</td>
</tr>
<tr>
<td>2:55pm</td>
</tr>
<tr>
<td>3:40pm</td>
</tr>
<tr>
<td>3:40pm</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Monday, February 27</th>
</tr>
</thead>
<tbody>
<tr>
<td>1:25pm</td>
</tr>
<tr>
<td>1:25pm</td>
</tr>
<tr>
<td>2:10pm</td>
</tr>
<tr>
<td>2:10pm</td>
</tr>
<tr>
<td>2:55pm</td>
</tr>
<tr>
<td>2:55pm</td>
</tr>
<tr>
<td>3:40pm</td>
</tr>
</tbody>
</table>

Events shown in time zone: Central Time
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.

<table>
<thead>
<tr>
<th>Tuesday, February 28</th>
</tr>
</thead>
<tbody>
<tr>
<td>1:25pm Finding and Using Free Media</td>
</tr>
<tr>
<td>2:10pm Finding and Using Free Media</td>
</tr>
<tr>
<td>2:55pm Finding and Using Free Media</td>
</tr>
<tr>
<td>3:40pm Finding and Using Free Media</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Wednesday, February 29</th>
</tr>
</thead>
<tbody>
<tr>
<td>12:00pm Making Movies Fast!</td>
</tr>
<tr>
<td>12:45pm Making Movies Fast!</td>
</tr>
<tr>
<td>1:25pm Sharing Your Videos</td>
</tr>
<tr>
<td>1:30pm Making Movies Fast!</td>
</tr>
<tr>
<td>2:10pm Sharing Your Videos</td>
</tr>
<tr>
<td>2:15pm Making Movies Fast!</td>
</tr>
<tr>
<td>2:55pm Sharing Your Videos</td>
</tr>
<tr>
<td>3:40pm Sharing Your Videos</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Thursday, March 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>1:25pm Making Movies Fast!</td>
</tr>
<tr>
<td>2:10pm Making Movies Fast!</td>
</tr>
</tbody>
</table>

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?