# CAT Library Tutorials

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EIDT 6910: Capstone

March 16, 2014

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# Project Description

Technology has been changing rapidly our world and our schools. Colegio Americano de Torreon (CAT) has been adopting many technological changes, but this means there is a need for more training as well. CAT's library has adopted a number of tools to improve the library services: EBSCO, an online library subscription service that can connect students with a variety of books, newspapers, and periodicals that we don't have in print; Destiny Catalogue and Destiny WebPath Express, our library search engine that can also connect students to reliable and valid websites; and National Geographic online. While these changes have improved the library services, they have also alienated users because they are unsure of how to use the library services and, let's face it, Google is students' first choice when it comes to research. While Google is not all bad, it is unfortunate the CAT library services are not being used. If students were properly trained in how to use the library services, students would use them more frequently for class activities and research.

CAT is a K-12 international school that has a fairly consistent student population. Yet, because of that, the students who enter the school later in their careers don't always receive the support they need. Torreon is an industrial city that attracts businesspeople to move here for a few years at a time, so if their children come to CAT, they need library service training resources so that they will have the same knowledge and research skills as their peers. We also have students who come to CAT for just middle school or high school because of our excellent academic reputation. It is clear we have plenty of students who could benefit from library service training, but the target instructional group for this particular training will be students in middle school or going into high school.

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Because this training may be needed at various points throughout the year (not all students join CAT at the beginning of the school year), the training will be a self-paced, online training module. My hope is to connect it to the school's website (http://cat.mx/) so that anyone can access the materials at any time on the library page (http://cat.mx/library_introduction.html). After all, even though the librarian does face-to-face training, students can go weeks or months without using the library services and they could benefit from completing a self-paced, online training session before using the services again. I plan to focus on the cognitive and affective domains as I design an instructional module that will both teach students how to use and apply the library tools and convince them that their research will be better and faster via the use of the library tools provided by CAT.

## Goal Analysis

1. To inform students about the library services available to them as well as how to use them.

2. To show students the value of using the library services.

3. To provide just-in-time training and resources for new students and students who may need to review the training.

## Learner Analysis

General Characteristics: The learners for this instructional module will be students in Intensive English (a special course for students beginning at CAT who would be 7th graders but need more English instruction) through 9th grade. These students are male and female, ages 12-15. The majority of the students (approximately 97%) are Mexican and English Language

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Learners (ELL) with the remaining population also likely being ELLs but from other countries (B. Morales, personal communication, January 21, 2014). CAT is a private school, so the students are from affluent families and have access to a variety of technologies (i.e., computers, tablets, smartphones). Therefore, the learner is school-aged, computer literate to an extent, but likely unfamiliar with the library services, especially those related with research. Students of this age are beginning to think more abstractly, but they still need guidance (Women's and Children's Health Network, 2013). The module will need to be clearly laid out and will need a facilitator (likely Andrea Bravin, the head librarian) to help students as they proceed through the course.

Specific Entry Competencies: Students must know how to operate a desktop or laptop computer and how to access the school website. It will be assumed that the learners have never used any of the library services, but the instructional module will lead them through the process step by step.

Learning Styles: Because this will be a training module for learners with varying levels of English, a more visual approach will be taken so that the language is supported by images for those students who may be deficient in English (Morrison et al., 2011, p. 61). Similarly, so as not to overwhelm learners, the instructional segments will be shorter (between four and six minutes). These shorter segments should help keep the learners engaged and motivated as it will give them a sense of accomplishment as they work through the sessions, checking them off as they go.

Performance Gap Analysis: New CAT students do not know how to use the library services. Similarly, CAT students entering middle school are unfamiliar with the research resources provided by the library services. Upon a teacher's request, the library services are taught for a

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class; however, those skills are rarely retained because students go weeks or months without using them again. Students need access to tutorials that help them use the library services for research and other class work. As they continue in their educational career, the ability to research will be paramount to students' success; therefore, students need to be trained and they need to know where they can go back for training if they need a review of the services available to them.

## Contextual Analysis

Orienting Context: This training will be assigned to students entering IE and 7th grade at CAT. It may also be required at the beginning of the year for 8th and 9th graders to ensure they know how to use the library services independently. After all, students may not consistently use the library services, so a review may be needed. Nonetheless, the goals for the learners will always be to learn how to use the library services independently. These skills will help prepare them for academic achievement by laying a solid foundation of research skills for their future courses. Teachers expect students to know how to use the library, especially once they are in high school. Nevertheless, not all learners will understand these concepts right away because high school may be years away, but the self-paced course will always be available for personal use on the school's website so learners will be able to review the usage of any of the library services as they need.

Instructional Context: The pilot of instructional module will be slightly different than the overall intention of the project. The instructional module will be used with students entering IE or 7th grade through 9th grade. The hope is that the librarian will be able to use the self-paced modules to inform students about the library services and encourage them to use it. However, this training will likely have to happen during the school day and during someone's class period

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(that is, the English teacher will take his/her students to the library for the training) which leaves only 48 minutes for the training. While the instructional module is meant to be used at the beginning of the year to orient students with the library and its services, the pilot training will be happening towards the tail end of the year.

Still the training will be done synchronously (though it may be done asynchronously later) but at an individual pace in the school library, a place that has access to all of the library services. However, if there aren't enough computers available (the library currently has 18 functioning computers while the average class size is 20), the training may be moved to a school computer laboratory that is equipped with the appropriate number of computers and reliable access to the internet. If the computer laboratories aren't available, the iPad carts may be checked out and used with the students since Destiny WebPath Express has an app and EBSCO and NatGeo can be accessed using an iPad. While the instruction is happening, a facilitator will monitor the students' progress and offer assistance when needed. The facilitator may also choose to intervene if many students are struggling with a part of the instruction by completing a live example of the service for the learners.

Transfer Context: Students will be expected to use their newfound skills after training. Teachers should be reminded to bring students to the library to check out books for leisure reading and to find articles related to classroom units of study. The librarian will remind and encourage teachers to have the students use the library services to complete their schoolwork, helping students "do their jobs" (Morrison et al., 2011, p. 68). For the pilot of this instructional module, students will use the library services to complete an independent research report after the successful completion of the instructional module. However, if learners are struggling to

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transfer the skills to their long-term memory, they can revisit the instructional module and complete the training where needed.

# Task Analysis

## Topic Analysis:

| | |
|---|---|
| Facts | Names of library services (Destiny Catalogue, Destiny WebPath Express, EBSCO, NatGeo), location of library services |
| Concepts | Function of Destiny Catalogue, Destiny WebPath Express, EBSCO, and NatGeo (what are they for) |
| Principles and Rules | Boolean operators (i.e., and, or, not, and not) |
| Procedures | For Destiny Catalogue: entering, logging in, looking for a book.<br><br>For Destiny WebPath Express: entering, logging in, looking for a web page.<br><br>For EBSCO: entering, logging in, selecting a service (i.e., Student Research Center), limiting search by resources, limiting search by publication/date/reading level, using Boolean operators to refine search, saving resources, e-mail resources.<br><br>For NatGeo: entering, logging in, selecting a service (i.e., NatGeo Kids or NatGeo Virtual Library), searching, limiting a search, using Boolean operators to refine search, saving resources, e-mail resources. |
| Interpersonal skills | Word choice, problem solving (changing search terms to get desired results) |
| Attitudes | Value of the library, value of using the library services, value of knowledge, value of information, 21st century literacy skills, responsibility, independence |

(A. Bravin, personal communication, March 10, 2014)

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## Procedural Analysis:

| Topic | What does the learner do? | What does the learner need to know to do this step? | What cues inform the learner that there is a problem, the step is done, or a different step is needed? |
|---|---|---|---|
| Why do we use the library services | -Reflect on why people use libraries.<br>-Reflect upon the advantages of using the library services as opposed to using an internet-based search engine like Google. | -Why we need libraries.<br>-What is stored in libraries.<br>-How libraries have adopted modern technologies.<br>-What are the library services.<br>-How does the library service function differently than an internet-based search engine.<br>-Why are the library service resources considered more reliable. | Cues: Need for reliable resource in a short amount of time; need for a smaller list of resources. |
| Destiny Catalogue | -Enter the library website.<br>-Use the Destiny Catalogue link.<br>-Enter Destiny Catalogue.<br>-Search the library catalogue for a specific book. | -Where to find the library's website.<br>-What is the difference between the link to Destiny Catalogue, Destiny WebPath Express, and the Destiny Quest App.<br>-How to login to Destiny Catalogue.<br>-How to use the search feature in Destiny Catalogue to find books. | Cues: Need for a reliable resource in a short amount of time; need for a book; need for an age-appropriate resource. |
| Destiny WebPath Express | -Enter the library website.<br>-Use the Destiny WebPath Express link. | -Where to find the library's website.<br>- What is the difference between the link to Destiny | Cues: Need for a reliable resource in a short amount of time; need for a book; need for an age-appropriate |

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| | | | |
|---|---|---|---|
| | -Enter Destiny WebPath Express.<br>-Search the internet for a specific topic using the Destiny WebPath Express filter.<br>-Refine the internet search with Boolean operators. | Catalogue, Destiny WebPath Express, and the Destiny WebPath Express App.<br>-How to login to Destiny WebPath Express.<br>-How to use the search feature in Destiny WebPath Express to find reliable websites and valuable information that can help the learner determine if the resource is age appropriate.<br>-How to use Boolean operators to refine a search. | resource. |
| EBSCO | -Enter the library website.<br>-Use the EBSCO link.<br>-Login to EBSCO.<br>-Select the appropriate library service (i.e., Kids Search, Student Research Center).<br>-Limit search by resource type (i.e., magazine, newspaper, book, encyclopedia, etc.).<br>-Limit by Topic Area<br>-Limit search by publication/date/ reading level.<br>-Refine the search with Boolean operators.<br>-Saving resources for the future.<br>-E-mailing resources for future reference. | -Where to find the library's website.<br>-Where to find the EBSCO link.<br>-How to login to EBSCO.<br>-How to choose the appropriate library service.<br>-How to limit a search by the resource type.<br>-How to limit a search by publication/date/ reading level.<br>-How to use Boolean operators to refine a search.<br>-How to save a resource into a folder.<br>-How to e-mail a resource. | Cues: Need for a reliable resource in a short amount of time; need for an age-appropriate resource; need for a specific kind of resource like a newspaper article or biography. |
| National Geographic online | -Enter the library website. | -Where to find the library's website. | Cues: Need for a reliable resource |

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| | -Use the NatGeo link.<br>-Login to NatGeo.<br>-Select the appropriate service (i.e., NatGeo Kids or NatGeo Virtual Library).<br>-Search for a topic.<br>-Refine the search with Boolean operators.<br>-Saving resources for the future. | -Where to find the NatGeo link.<br>-How to login to NatGeo.<br>-How to choose the appropriate service.<br>-How to search NatGeo.<br>-How to use Boolean operators to refine a search.<br>-How to save a resource. | related to the environment, anthropology, geography, animals, etc. |

(A. Bravin, personal communication, March 13, 2014)

## Instructional Objectives

- Students will operate Destiny Catalogue, Destiny WebPath Express, EBSCO, and NatGeo with confidence.
- Students will choose and use search constraints to enhance their searches.
- Students will recognize that using the library services will accelerate the research process since they will be connected to reliable and valid resources quickly.
- Students will compare their research process using the library services with the research process using internet-based search engines (i.e. Google).
- Students will assess their own understanding of the usage of the library services.
- Students will review the tutorials as needed by visiting the school's website.

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# Instructional Sequencing & Strategies

## Learning-Related Sequencing

| | Learning Tasks | Description | Reasons |
|---|---|---|---|
| Identifiable prerequisite I | Students will enter the library website (http://cat.mx/library_introduction.html) to find the library services. | Students will find the links to...<br>-Destiny Catalogue<br>-Destiny WebPath Express<br>-EBSCO<br>-NatGeo<br>... on the school website. | These are the services the students will be learning about, so they need to know where to find them. |
| Identifiable prerequisite II | Students will understand the function of the library services. | Students will discuss the function of:<br>-Destiny Catalogue: Find a book in the CAT library.<br>-Destiny WebPath Express: Enter a topic to "Find" reliable websites that are age-appropriate.<br>-EBSCO: Find resources (i.e., books, newspapers, magazines, biographies, etc.) that aren't available in print in the library.<br>-NatGeo: Find articles and videos from National Geographic online. | It is important for the students to know and understand the function of the library services so that they use the appropriate service for their classes. |
| Identifiable prerequisite III | Students will know the login information for the library services. | Students will receive the login information for...<br>- Destiny Catalogue: none needed.<br>-Destiny WebPath Express: The students' library number is the username and password.<br>-EBSCO: The username is cat and the password is cat. Individual accounts will be created using students' logins from CAT's CMS Moodle.<br>-NatGeo: The library link | Without this information, students will not be able to use the library services. |

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| | | takes you to the CAT login page, so students just need to use the password cameto0213. | |
| Familiarity | Use the search/find bar to look for desired information. | These are the steps to find the search/find bar for... Destiny Catalogue: Click on "Destiny Catalogue"; then click on "Library Catalogue & Helpful Links"; choose "Catalog" [sic] tab; enter search term(s) in the "find" bar.<br><br>Destiny WebPath Express: Click on "Destiny WebPath Express"; then be sure to click "Login" and properly login; enter search term(s) in the "find" bar.<br><br>EBSCO: Click on "EBSCO"; click on the EBSCO image; enter the username and password to login; choose the Student Research Center; enter search term(s) in the "find" bar.<br><br>NatGeo: Click on "National Geographic"; click on the National Geographic image; enter the password and click proceed; choose the service you would like to use; enter search term(s) in the "advanced search" bar. | Students should be familiar with search/find boxes from other search engines and websites that use them, but they should still be able to locate them on the library service websites. |
| Difficulty | Add Boolean operators to search terms. | Students will use the words "and," "or," "not," and "and not" to their searches to help them find more specific information. | Boolean operators will help students find exact information or it will help them find what they are looking |

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| | | | for in a more timely manner. |
| Interest | Compare a search from an internet-based search engine like Google to a search using the library services. | -Students will enter a search term into an internet-based search engine.<br>-Students will document how many resources are available.<br>-Students will look at the first few resources to determine their quality.<br>-Students will use the same search term in Destiny WebPath Express/EBSCO/ NatGeo.<br>-Students will compare the number of results and the quality of those results.<br>-Students will see the numerous results and the questionable quality of some of the sources from the internet-based search engine and find the information they were looking for more quickly with the library services. | Students can compare the efficacy of the internet-based search engine with the library services to see the for serious research, the library services are superior tools. |
| Development | Students will conduct a search using the library services to complete a research report. | -Students will choose a research topic.<br>-The facilitator will approve the research topic.<br>-Students will find information about the topic using the library services.<br>-Students will write a report using the information they found.<br><br>**This activity may also be assigned by a classroom teacher so that it will be more in-depth. | By having the students write a report, they will have to apply the skills they have learned from the module, helping them transfer that knowledge to their long-term memory (Morrison et al., 2011, p. 68). |

(A. Bravin, personal communication, March 14, 2014)

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## Instructional Strategies Table

| *Instructional Objective* | *Strategy* | *Initial Presentation and Generative Strategy* |
|---|---|---|
| Students will operate EBSCO, Destiny Catalogue, Destiny WebPath Express, and NatGeo with confidence. | Demonstration | Students will view an instructional video that explains how to enter and how to operate the library services. |
| | Practice | Students will practice entering the library services and then performing searches with them. If needed, they can refer back to the learning resources. |
| | Repetition | Students will be assigned a topic or an article to search for and will have to show those results to the facilitator so the facilitator can verifying the learner has achieved the objective. |
| Students will choose and use search constraints to enhance their searches. | Demonstration | Students will view an instructional video that will explain how to use the library services to narrow their search (i.e., by source, by topic, by publication, etc.). |
| | Practice | Students will apply the constraints seen in the instructional video to their own search. If needed, they can refer back to the learning resources. |
| | Repetition | Students will be assigned a topic and they will be asked to |

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| | | |
|---|---|---|
| | | find a specific article by using search constraints. The results will be shown to the facilitator so s/he can verify the learner has achieved the objective. |
| Students will compare their research process using the library services with the research process using internet-based search engines (i.e. Google). | EGRUL | Students will be assigned a topic to search using an internet-based search engine (i.e., Google). After reviewing those results, they will search for the same assigned topic using the library services. They will compare their results and assess which tool helped them find a reliable and valid resource quickly. Their results will be given to the facilitator and possibly shared with the group if there is time. |
| Students will recognize that using the library services will accelerate the research process since they will be connected to reliable and valid resources quickly. | EGRUL | After completing a search via an internet-based search engine and the same search with the library services, students can discuss the difference in the results with the facilitator and with each other to confirm the superiority of the library services. |
| Students will assess their own understanding of the usage of the library services. | Review | Students will be assigned a research report and they will have to apply the skills they learned during the instructional module to complete it. |

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| Students will review the tutorials as needed by visiting the school's website. | Review | Students will use the library website to locate the tutorials to review any skills they need to go over again. |

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# References

Morrison, G. R., Ross, S. M., Kalman, H. K., & Kemp, J. E. (2011). Designing effective instruction (6th ed.). Hoboken, NJ: John Wiley & Sons, Inc.

Women's and Children's Health Network. (2013). Child development: 12-15 years. In *Parenting and Child Health*. Retrieved March 9, 2014, from http://www.cyh.com/healthtopics/healthtopicdetails.aspx?p=114&np=122&id=1866

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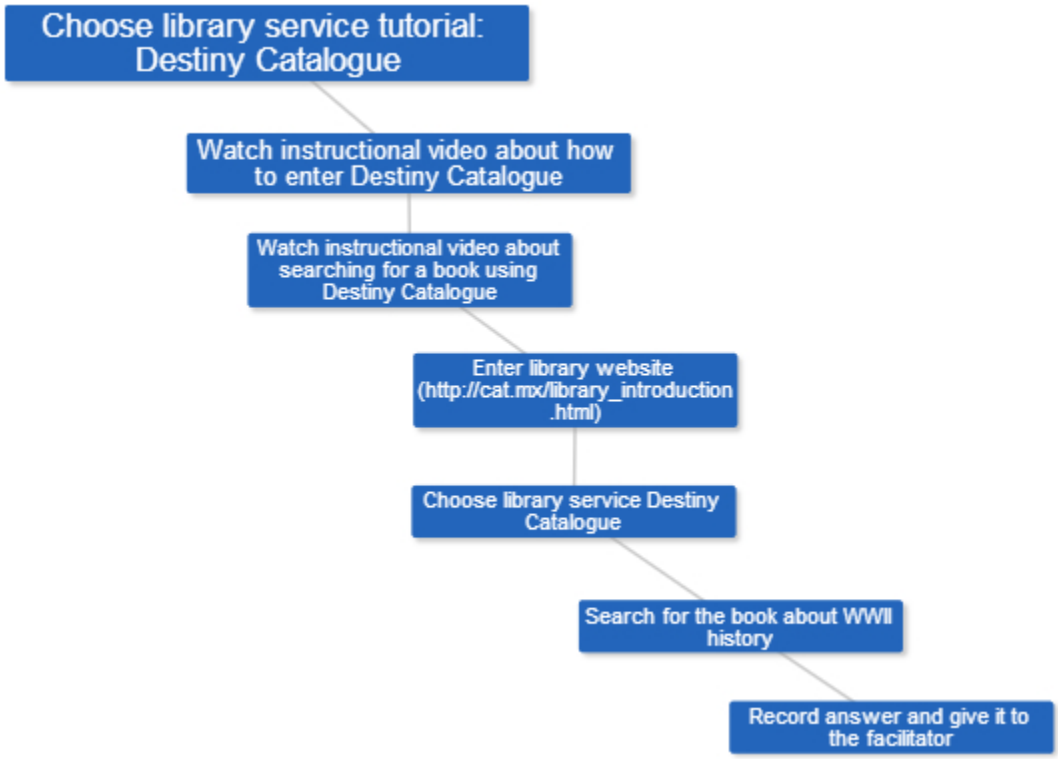
# Appendix: Task Analysis Flowchart

## Destiny Catalogue Instructional Flowchart

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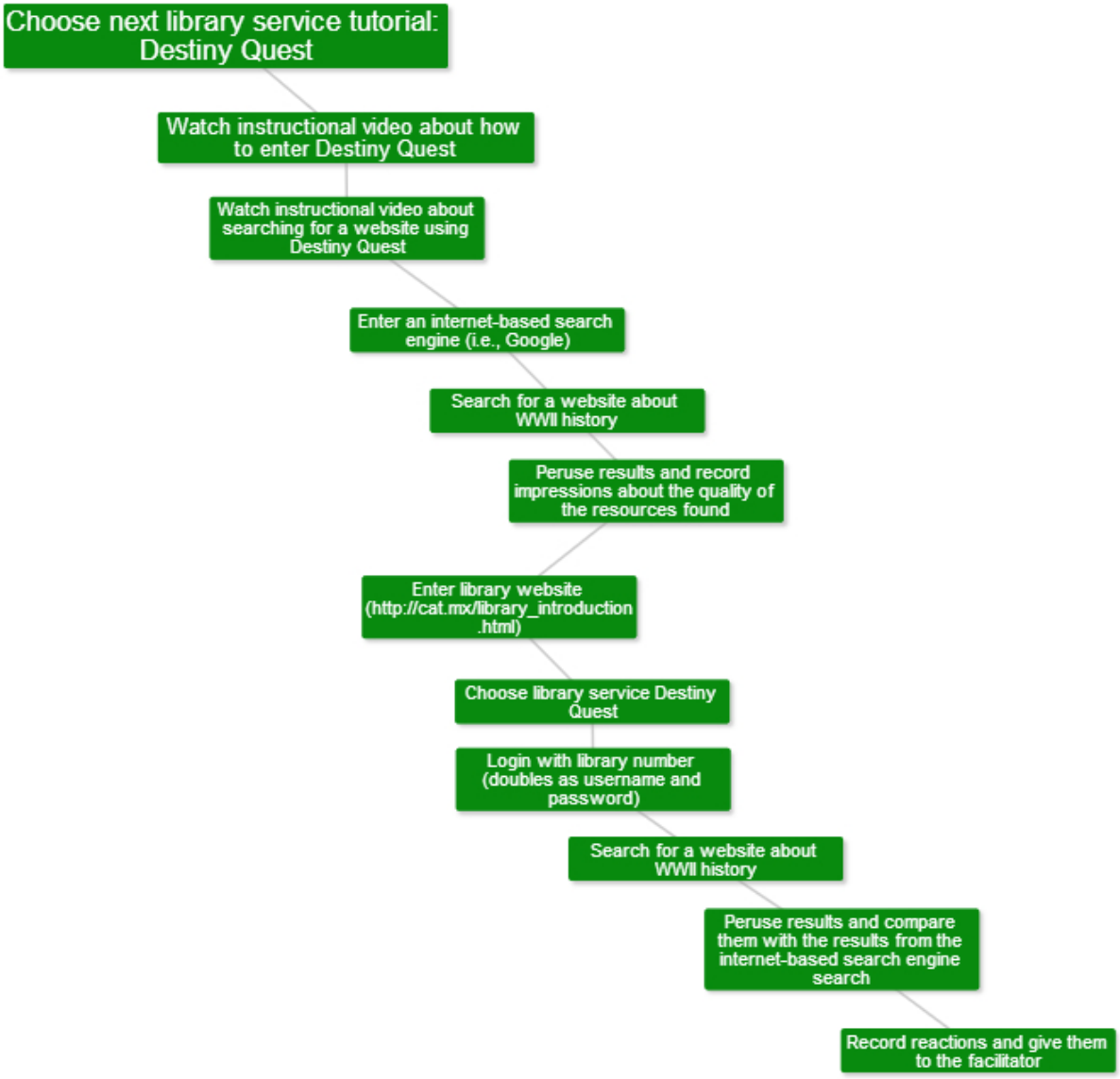
## Destiny WebPath Express Instructional Flowchart

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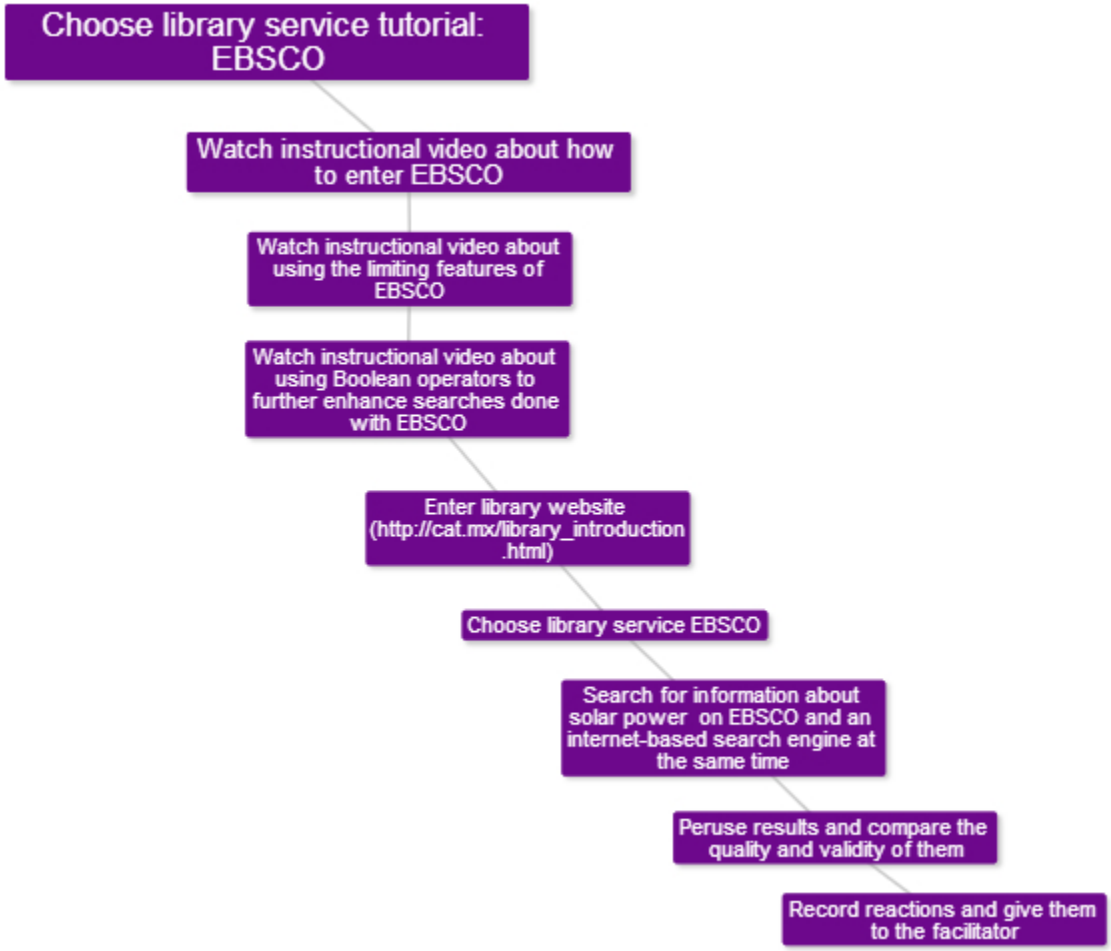
## EBSCO Instructional Flowchart

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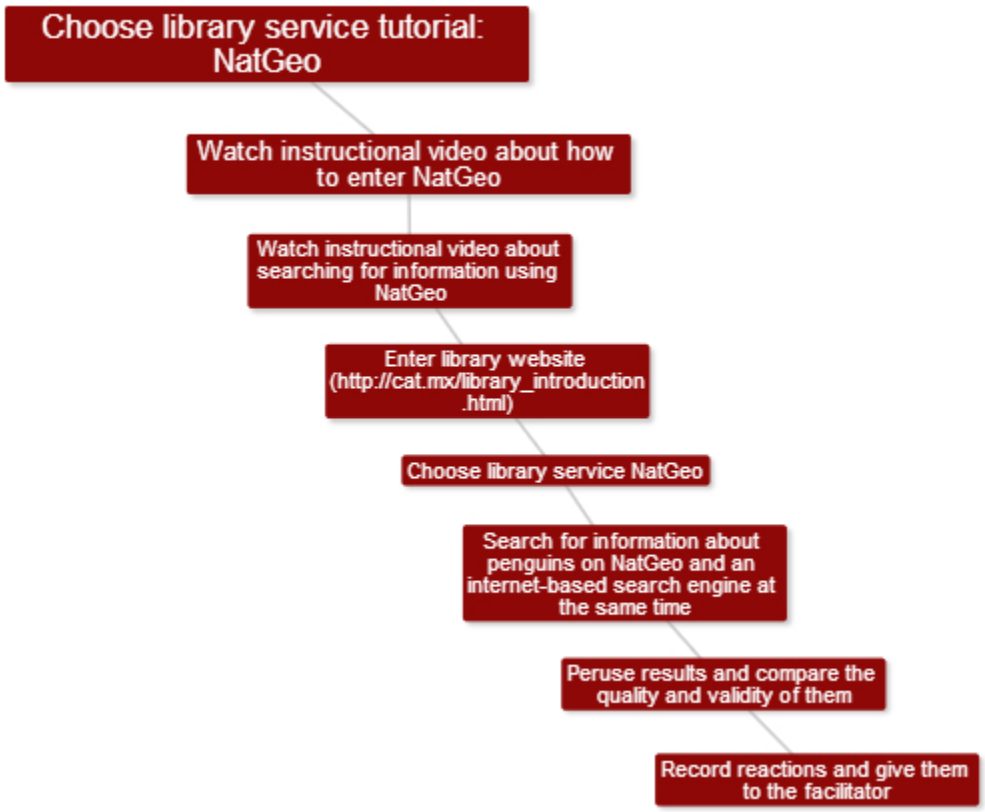
## NatGeo Instructional Flowchart

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