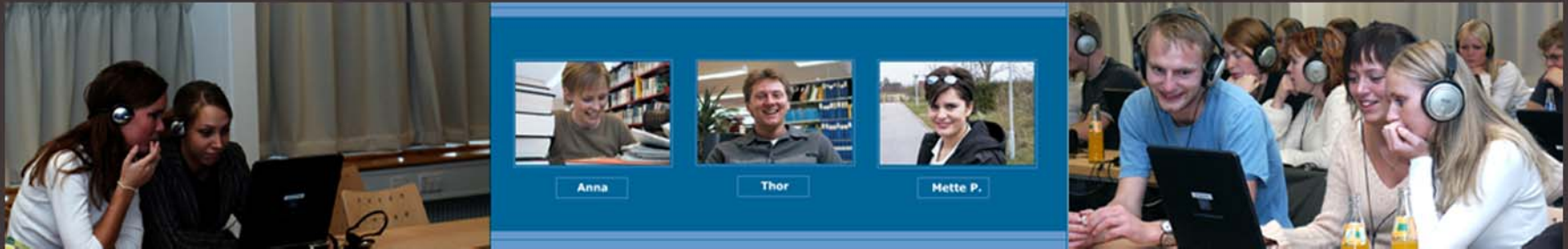


User centred Information Literacy Education

- Application of Multimedia in
e-Learning and Blended Learning

EISTA 2005

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Introduction

- SWIM as a social simulation (demo)
- Development Concept
- Learning contexts and scenarios
- Implementation and Competence development
- Further development



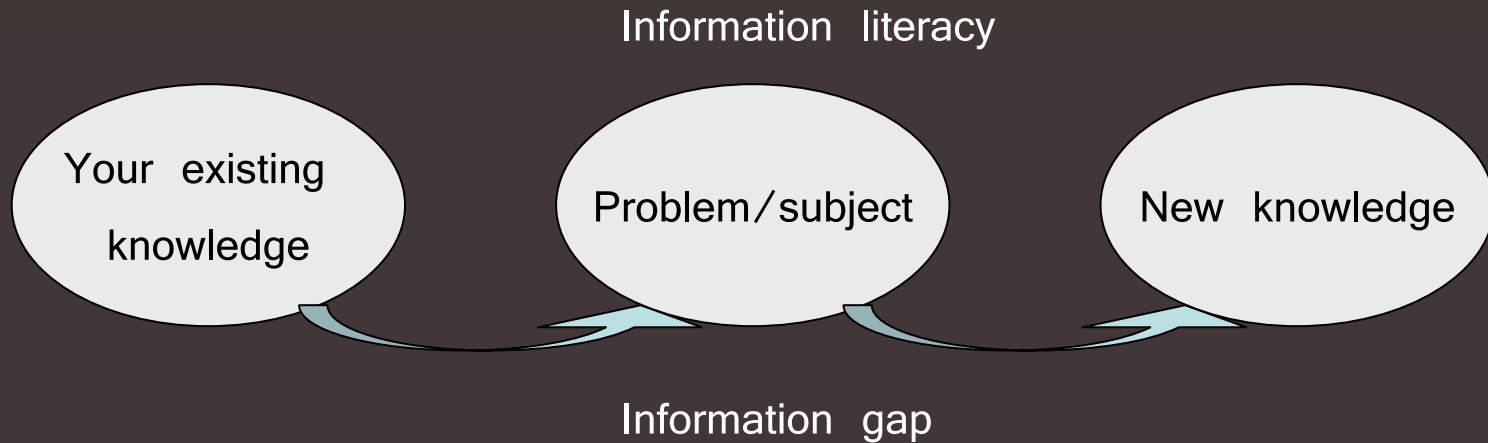
Development Concept

- Purpose
 - Facilitate development of students' information literacy
 - a high degree of accessibility through the Internet
 - flexible in use
- Multimedia system
 - Create motivation and engagement
 - Role play
 - Information modules (tutorials)
- Pedagogy – learning via reflection



Development Concept

- Constructivist learning process



- Lifelong learning

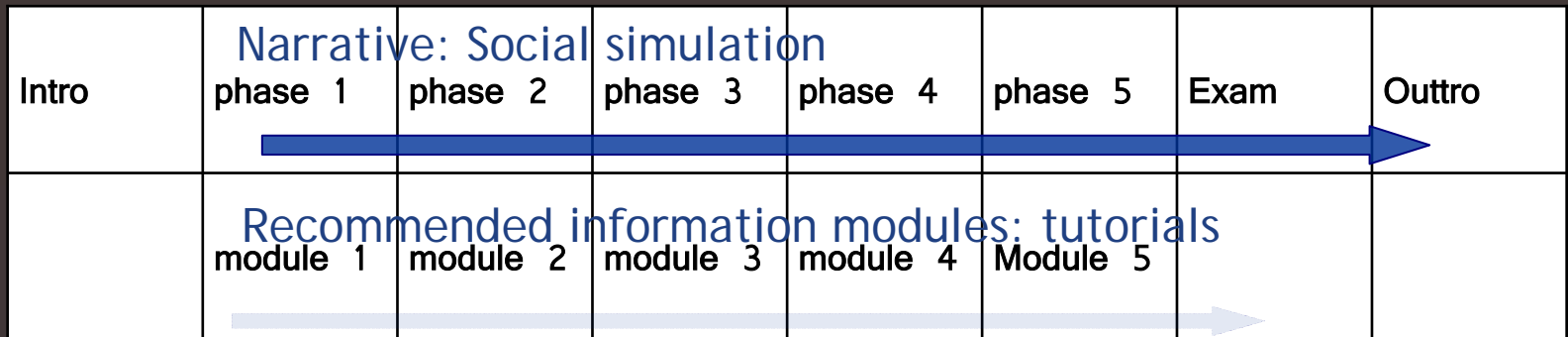


Theoretical framework

| Acts in SWIM | Phase 1 | Phase 2 | Phase 3 | Phase 4 | Phase 5 | Examination |
|--------------------------|--|--|-------------------|--|-----------------------|------------------------------------|
| | Project initiation | Prefocus exploration | Counselling | Information collection | Further exploration | |
| Location | Group room | Canteen | Teachers office | library | Group room | Examination room |
| Stages of the ISP | Task initiation/ Topic selection | Prefocus exploration | Focus formulation | Information collection | <i>Search closure</i> | <i>Starting writing</i> |
| Cognitive level | ambiguity | | | | | Specificity |
| Affective level | Uncertainty/ optimism | Confusion, frustration and doubt | clarity | Sense of direction/ Confidence | Relief | Satisfaction or dissatisfaction |
| Behavioural level | Seeking relevant information | | | | | Seeking pertinent information |
| Approach | Combination of invitational and indicative | Invitational | indicative | Combination of invitational and indicative | indicative | |



Structure of the multimedia system



Content in information modules

Your situation

What can you do now?

Which type of information do you need?

How can you use relevant information resources?



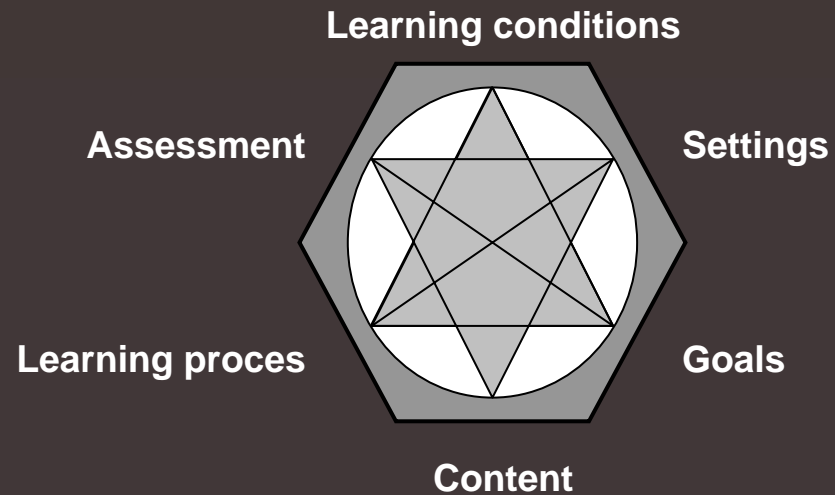
Development concept

- Long term learning outcome goals:
 - Strategies and methods are most important
 - Specific skills can be acquired in the relevant context
 - Information searching process divided into feasible tasks
 - Change of attitude



Learning contexts and scenarios

Didactic relation model



(Hiim and Hippe in "Læring gjennom oplevelse, forståelse og handling")



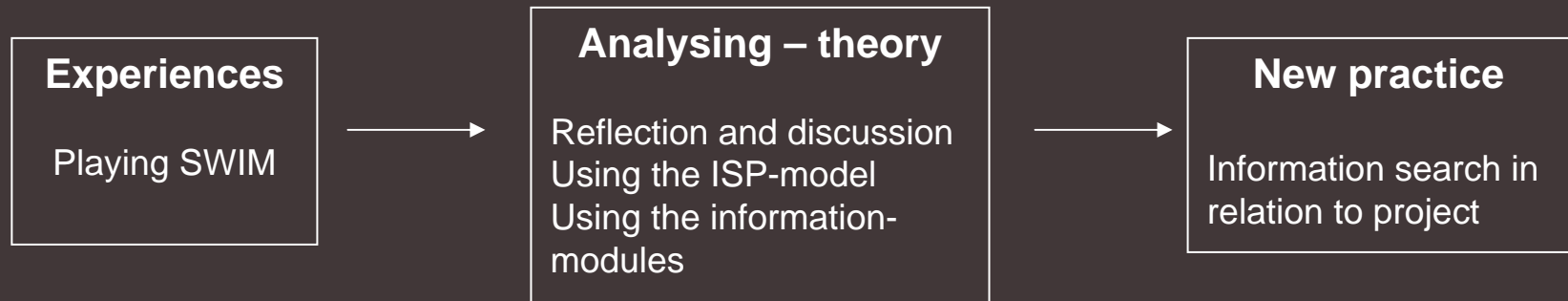
Learning contexts and scenarios

- 3 scenarios
 - Student – AUB web (just in time)
 - Student – library staff – library courses
 - Student – university teacher/library staff – curriculum integrated course



Learning contexts and scenarios

- Blended learning environment





Implementation and Competence development

Stepwise implementation

| | | | | |
|----------------------------|-----------------|---|--|--------------------------------|
| Web distribution | Develop courses | Integration in various studies | Distribution to other Libraries | Further competence development |
| Presentations Workshops | Courses* | Customization of course content to individual studies | Course packs customized to local needs | Pedagogy and teaching courses |

*Courses

- Information literacy
- Pedagogy
- Learning processes and learning theory
- Planning of course using SWIM
- Personal communication training



Further Development

- English translation of SWIM
 - New edition based on
 - Experience
 - Feedback from users (students and teachers)
 - Input from our partners: Kuhlthau, C. C., Heinström J.
- Learning Objects Web
 - Provision of Learning Objects
 - Bringing Information Searching Process closer to the Learning Process
 - Collaborative tool

Further Development

LEARNING OBJECTS WEB

Workspace for Bent, Signe, Louise, Søren english - 2 semester

Project titlett: dsfskdfjlaøfaaøfdakflfdklidf



Deadline 20/3

Find definitions of ideas

Find good ideas in old assignments



Deadline 1/4

Brainstorming

Mindmapping



Deadline 28/4

Qualifying our research question

Synopsis for meeting with Søren



Deadline 20/5

Aktion 1

Aktion 2

Aktion 3



Deadline 28/5

Aktivitet 1

Aktivitet 2


Aktivitet 3

[See calender >>](#)

[See our documents and files >>](#)


Further Development

Learning Object web See all the phases >>


| Project start | Study objects | Our objects |
|-----------------|---|-------------|
| Your situation |  | ■ |
| What can we do? | ■ | ■ |
| Resources | ■ | ■ |
| Show me how | ■ | ■ |
| Process notes | ■ | ■ |
| Tasks | ■ | ■ |

Study objects - your situation
There are 3 learning objects
SWIM - video Project intiation
Speak fra module 1
cancellors remarks - speak


Deadline 20/3 [Edit >>](#)




Projektstart 20/3




Orientering 1/4



Fokusering 28/4



Kvalificering 20/5



Perspektivering 28/5



Conclusion

- E-learning is useful as a just-in-time tool
- Value added when used in a blended learning environment
 - For students and teachers
- Our future development will focus on bringing the library's services closer to the users (virtual) learning environment



Information

- Project web sites
 - SWIM: <http://www.swiminfo.dk>
 - Learning Objects Web: <http://www.learningobjectsweb.dk>
- Email me: njb@aub.aau.dk