Minutes of the Instruction in Library Use Committee – August 16, 2006
Alice Moulton Room, Gerstein Science Information Centre: 9:30–12:00pm

Present: Amy Beaith (Dentistry); Alison Girling (Victoria); Carla Hagstrom (Gerstein);
Sheril Hook (UTM, Chair); Jenny Mendelsohn (Robarts); Suzanne Meyers Sawa (Music);
Marian Press (OISE/UT); Elena Prigoda (Gerstein); Cris Sewerin (Engineering &
Computer Science); Nalini Singh (FIS, minutes); Elaine Tamura (UTSC)
Presenters: Linda Murphy-Boyer (RCAT); Rita Vine (Gerstein); Sandra Langlands
(Gerstein); Florin Salajan(Dentistry)
Others: numerous other librarians who registered for the Blackboard part of the meeting.
On leave/on sabbatical: Margaret Fulford (Dentistry); Sara McDowell (Robarts); Jeff
Newman (on leave, Robarts); Fran Sardone (UTSC)

PART 1. BLACKBOARD PRESENTATIONS/DISCUSSION
*Sheril Hook organized a Blackboard Q&A staff development session with a number of presenters, as part
of the ILU meeting. Any interested U of T library staff could register and attend.*

1. Linda Murphy-Boyer: Blackboard implementation & librarian involvement

Linda described the Blackboard implementation, and raised some questions for librarians to
consider. RCAT is working with the Provost's office to roll out Blackboard over the next
few years. Blackboard has the capacity to be used as a financial portal as well as an LMS;
however, the implementation of this aspect is on hold for 2–3 years, as the emphasis in this
phase is on Blackboard as an LMS, with content geared to specific audiences. Users will
login to Blackboard from the main U of T page. Information is summarized below.

Timeline	- by Sept. 2006, WebCT users will be trained and set up to use Blackboard. So far, about 300 faculty have been trained. New faculty will be set up on Blackboard as well.
	- by Sept. 2007, CCNet users will be migrated to Blackboard.
	- by Sept. 2008, the goal is to have 80% of all U of T faculty using Blackboard.
Staff team	- Jeremy Graham is the Project Manager, and is working on the information, and PR aspect, and will be the one to set up accounts and give permissions to librarians.
	- Migrators will be hired to assist faculty in migrating from other LMS to Blackboard.
	- an administrative staff person will be hired, along with people who will be troubleshooters
Structure	- each Blackboard course module allows for the set-up of different categories of content.

	- one category is the LIBRARY CONTENT module, which is automatically contains 2 subfolders: E-RESERVES (meant to contain course readings), and LIBRARY CONTENT.
Librarian involvement	- we have the ability to add library content to the library content subfolder, which can be copied over to the following years' iterations of the course. - to add content, we must request access to the course module from the faculty member, as well as from J. Graham, the Blackboard project manager.
Questions for us:	1. What kind of material would we like to add in the Library Content subfolder? 2. Who should be on a committee to work on this task?

2. Rita Vine: examples of Blackboard library content

Rita discussed some ways that other libraries have incorporated library content into Blackboard. She said that in many ways, Blackboard is becoming the new intranet in an academic sense, for faculty and students. She said that likely, none of us have all the skills required to develop library content and instruction inside Blackboard: therefore, we need to think about how we can build up our knowledge. Jenny asked whether the key issue is how to do effective instruction in an e-learning environment. Rita agreed, and said that methods run the gamut from pdfs of handouts to real-time learning moments. Rochelle Mazar (UTM) added that there is also opportunity for real-time collaboration with students, such as chat and discussion boards.

Rita demonstrated some examples on the web:

- U. of Texas at Austin has a page of useful information geared to faculty, informing them of what librarians can do for them in the Blackboard environment, called *Integrating the Library into Blackboard.* www.lib.utexas.edu/services/instruction/faculty/blackboard/index.html
There is another page with information for librarians at
www.lib.utexas.edu/services/instruction/teachindex.html

- another example at the University of North Carolina at Chapel Hill has the librarian listed along with the professor, and gives a link to the library's IM service
www.lib.unc.edu/instruct/poli162/

- she played a streaming videoclip of librarians from the U of Waterloo discussing and demonstrating their work in setting up online instruction for a German course. The module included quizzes for students, and information literacy questions were embedded in the final course exam!

3. Sandra Langlands: Best practices document

Sandra, Sheril and Fran were able to experiment with a shell Blackboard course, and planned to develop a document outlining best practices for faculty. Sandra circulated a first draft of the document she has worked on so far, called *Adding Course Materials in Blackboard: Best Practices for Faculty* , and recommends that a final version be placed in the Library Content folder for faculty to read before they add material to the course. It encourages faculty to give librarians access to the library folder, consult them about helpful content to add, and suggests types of library and information literacy resources and practices that would be useful for the students. Sandra would appreciate your feedback on this draft.

She recommended that Blackboard change the folder names from e-reserves to COURSE READINGS, and library content to LIBRARY RESOURCES for clarity. Marian commented that the word that faculty find the most confusing in the Blackboard environment is 'e-reserves'. Sandra also talked about a module set up by Gerstein with the older model of Blackboard for a Faculty of Medicine course on evidence-based practice (Summer 2006). The module included items such as assignments, a reading list, and collaborative elements called 'lunch with the librarian.'

4. Florin Salajan, Info Technologist (Fac. of Dentistry)

Florin talked about his work at Dentistry, where he works with faculty members on 12 courses which use the Blackboard environment.   Dentistry is encouraging its faculty to have more of an online presence, and solicits student input into the process as well. He showed some examples of Blackboard course modules that have been customized for dentistry courses, featuring nifty things like lists of viewable video clips of dental procedures, a zoom feature that magnifies slides, and choices to view PPT lecture slides in colour, or print them out in black and white notes format.

5. Discussion, facilitated by Rita Vine, recorded by Rochelle Mazar for podcasting
(post-script: the podcast unfortunately did not work -- NS, 08/30/06)

Question under discussion: What do we need in order to facilitate library instruction in the Blackboard environment?

Who are the players? The players are: Blackboard Implementation Committee headed by L. Murphy Boyer; the technical staff, including a volunteer community of developers who are working on things like investigating what other kinds of modules can be built on to Blackboard; and instruction librarians, such as the ILU committee.

Linda encouraged the ILU committee to put forward names of people who can act as a liaison to the implementation committee re: developing and implementing library instruction and content in Blackboard courses. She suggested that there not be too many committees, but a more integrated approach to the work. Joan Leishman pointed out that Sian Meikle needed to be integrated into all the groups. Sheril recommended that, in addition to a liaison

group, there should also be an instructional librarian sitting on the larger implementation committee as a UTL representative.

In terms of working with faculty, Rochelle suggested that an automated approach would make it more visible, and easier for faculty members to give course access to librarian, e.g., there could be a question *Would you give course access to librarians?* in the Blackboard set-up process. If the faculty said yes, then an email to the librarian could be generated. Rochelle agrees with Rita that now is the time to ask Blackboard for what we want.

Jenny would like to know more about pedagogical approaches and research on what is involved in creating good online instruction, and suggested that the ILU committee December professional development event could focus on this. Marian suggested that there could be two kinds of instructional content in Blackboard: generic library content for the faculty to use; and subject-specialized content. A committee could work on generic content, and subject specialists could concentrate on content in their areas – this would also address the issue of limited staff bodies vs. large numbers of courses.

Bonnie Horne cautioned that it is important for people working with the Blackboard implementation to get input from the appropriate library department(s) when considering functionality that has implications for existing library policy. For example, there was talk of using Blackboard to place holds on books, which would then have an impact on current circulation policy. Linda reassured the group that consultation would definitely take place if these kinds of issues were being seriously considered.

In terms of training, and gaining Blackboard experience, there were a number of suggestions. Rita suggested that a few pilot groups, each consisting of a librarian, a faculty member, and an instructional technologist could begin collaboration on test modules to get the process going. Elena suggested a train-the-trainer approach, where people who work on the pilots could then teach others. Linda mentioned that RCAT can also train people – Florin from Dentistry was 'embedded' at RCAT for 3 weeks to learn Blackboard.

Pilot projects currently underway:
- Rochelle can report back in a few months about the 15 courses at UTM that will use Blackboard, and work with the UTM library.
- Simone Laughton at UTM will be working with a management group of courses to be implemented in Spring 2007.
- Marian is working with an OISE faculty member: next year, she will be working with all distance education courses. She will also be teaching her 7-week virtual library course in Blackboard.
- Elena and Rita are working on Blackboard content for a community health course, and the prof. has agreed to let this course be a showcase.
- Jenny is starting some work in political science, and could work with other librarians in developing Blackboard content.

Joan recommended publicizing these pilots to the larger Blackboard community outside of U of T. Rita suggested criteria for pilot projects: e.g, that the course already have an LMS component, Blackboard or otherwise; that there be a strong information literacy focus. Also, people working on pilots could meet weekly, the way the implementation group meets.

These are short meetings with no agendas, but are very useful for communication and info sharing. Linda offered RCAT's teleconferencing facilities, and Marian mentioned that OISE's videoconferencing facilities could also be used.

Summary of what we will do:

1. form a committee to work on Blackboard library issues, and liase with the larger Blackboard implementation committee.
2. appoint a UTL representative to sit on the implementation committee – *if you are interested in either 1 or 2, send your name to Sheril.*
3. start/continue a variety librarian/faculty pilot projects – *if you are interested in working on pilots, send your ideas to Rita in the next few days.*
4. set up a weekly communication mechanism for people working on pilot projects.

PART 2. BUSINESS PORTION OF THE ILU MEETING
From about 11:15 am, the members of the ILU committee remained, and conducted their regular meeting.

1. Membership: Sheril noted that a number of ILU members were on leave or sabbatical this year. Sara McDowell, Fran Sardone, and Margaret Fulford are on sabbatical, and Jeff Newman is on leave until the end of the year. Jenny reported that in light of staff absences at Robarts, Mary Roddy is acting as the undergraduate instruction coordinator, and Debbie Green is filling that role for faculty and graduate students. We welcomed Amy Beaith who is working 3 days at Gerstein, and 2 days at Dentistry, where she is filling in for Margaret Fulford – amy.beaith@utoronto.ca.

2. Blackboard – next steps: We discussed the role of the ILU committee in the Blackboard implementation.

a. there should be one person selected as the UTL librarian representative to L. Murphy-Boyer's larger Blackboard Implementation Group. This group meets weekly. We identified the following selection criteria: strong advocacy skills; experienced instructor; knowledge about faculty-librarian collaboration issues; some familiarity with Blackboard. Sheril will send out a call for volunteers, giving the above criteria. If a number of people are interested, options for selection could be: have the larger ILU group make the decision; or have the smaller group of reference/instruction coordinators make the decision. The committee was fine with either option.

b. a group of interested people should form a subcommittee of ILU, to work on Blackboard issues, for example, developing generic content for the library content folder, coming up with effective ways of working with faculty, and liaising with the larger Blackboard group . This group would replace the ad-hoc group of librarians who met with L. Murphy-Boyer's group earlier in the year to discuss the libraries' involvement with Blackboard. The group, once constituted, would be tasked with selecting a chair, and creating terms of reference.

Marian will put out a call to the ILU committee list and to the people involved in the earlier ad-hoc group. Interested people include: Cris, Elena, Marian, Carla, Jeff (as volunteered by Jenny), Amy, Sandra, and Nalini. Marian mentioned that her area of interest would be digital copyright issues involved with placing material into Blackboard. Carole Moore is aware of the need for work in this area.

c. Rita Vine will pull together a group of people who are already working, or planning to work, on Blackboard pilots. As mentioned in the first part of today's meeting, a mechanism would be set up for these people to meet regularly to discuss ongoing work and share ideas.

3. December speaker: We agreed that a session on the pedagogy of online instruction would be warranted, given the Blackboard environment in which we will soon be immersed. Marian said that OISE Prof. Claire Brett is an expert in this area, and will contact her to see if she is interested. We would like to have it be a 1-day workshop on Friday Dec. 8. Richard Carter was going to book St. Mike's facilities for the session.

4. Chair: Sheril asked if there was a particular time that the ILU chair was elected. We did not think that there was a set-in-stone time, and agreed that it should be January 2007, which would mark a year since Sheril became chair.

5. Annual report: This is due in September. Previous reports are on the web – Cris will send the link to Sheril, so that she can get and idea of what is included. Sheril will send around a draft report to the committee for input later in September. It was suggested that Sheril could request an month's extension from Library Council, since she is on vacation for the rest of August.

6. Meetings for the rest of the year. We will continue to meet on the 3rd Wednesday of the month for September, October, and November, from 9:30-11:30 am.   Our PD event would be in December, and extra planning meetings will no doubt be held. Sheril will send around the meeting dates to the ILU list.

7. Other business: There was the suggestion that we could compile a list of all our various tutorials.