

MOODLING ALONG WITH LIBRARIES-SUPPORTING FLEXIBLE ONLINE DELIVERY IN TAFE NSW

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ABSTRACT

TAFE NSW is Australia's biggest vocational education and training provider, training over 400,000 people each year in a wide range of courses-whether it be on campus, in the workplace, online or through distance education.

The development of online training solutions for flexible delivery and in particular for the delivery of training in the workplace, has been one of the major strategic directions recommended in the 2007 report, TAFE NSW: Doing business in the 21st century.¹

In support of these recommendations, Moodle, a learning management system, has been widely used in TAFE NSW as an online teaching tool to support flexible delivery. Moodle allows teachers to upload course notes, general information, assignments, assessment tools such as quizzes and questionnaires and can be used as a general online communication tool which allows individual as well as communal discussion.

As Moodles are increasingly used as a one stop shop for teaching and learning, particularly for students studying online and in the workplace, there was an increasing need to provide access to customised and carefully selected learning resources which would support course content and could be integrated with the Moodle.

¹ NSW Dep. Of Education and Training: TAFE NSW Doing Business in the 21st Century Sydney: NSW DET, 2007
https://www.det.nsw.edu.au/media/downloads/strat_direction/tafe/tafe_final.pdf

Sydney and Illawarra Institute libraries worked with several teaching areas to develop a product customised to individual course needs, using Spring Shares- Libguides software², an online web 2.0 tool. This versatile software is also being used in support of information literacy programs. The resulting product delivers a complete library support service by providing access to specific resources for a course, and includes study help, access to relevant databases and the catalogue, eBooks, video clips and other media utilising a range of web 2.0 technologies.

1. BACKGROUND TO THE PROJECT

1.1. Current Environment

TAFE NSW libraries operate as a resource sharing network, consisting of over 110 library and resource centre sites across the 10 TAFE institutes in NSW. In an increasingly challenging and dynamic environment the library network supports TAFE NSW teaching and learning initiatives by providing:

- * Face-to-face and online library and information services
- * Access to a diverse range of learning materials, including electronic resources, via a shared catalogue of over 1.8 million resources
- * Training in information and research skills, and
- * Support for information management in institutes

In 2008, TAFE NSW released a policy document, TAFE Doing Business in the 21st Century, outlining new strategic directions for educational delivery with an emphasis on the development of online training solutions for flexible delivery and in particular for the delivery of training in the workplace.

The last decade has seen a new generation of learners who have an expectation that Web 2.0 technologies and tools will be used in the delivery of course material. Learners, not just restricted to Generation X and Y, increasingly have their own personal spaces in applications such as Facebook and Twitter and they are reluctant to spend time or use services that are not easily accessible or customised to their needs. This changing online environment and the expectations of learners has forced library staff to review their information management processes and investigate new ways of offering and promoting their services.

The continued expansion into workplace learning, or workplace delivery, has added another challenge to TAFE libraries, as many students undertake their training within the workplace, and given the “hands on” nature of this training, may be unaware that they can access a library support service. Online courses, by comparison, will usually have an information literacy component built into them.

² Springshares <http://www.springshare.com/> [accessed 12 August 2010]

TAFE NSW library staff recognise that traditional services are no longer meeting the needs of users as many users may never physically enter the library. Most users have the expectation that all services and resources are available online. Within this challenging environment TAFE NSW libraries needed to review their current services and products to support this new direction.

1.2. Online Learning

Teaching staff in TAFE NSW have adopted different online learning management systems, in particular, Moodle. Moodle is being used extensively as a tool to support the delivery of content online and in the workplace. Moodle allows teachers to upload course notes, general information, assignments, assessment tools such as quizzes and questionnaires and can be used as a general online communication tool which allows individual as well as communal discussion. At Sydney Institute alone there are more than 5,000 Moodle users studying a range of course modules.

As Moodles are increasingly used as a one stop shop for teaching and learning, particularly for students studying online and in the workplace, there was an increasing need to provide access to customised and carefully selected learning resources which would support course content and could be integrated with the Moodle.

1.3. Library Subject Resource Support

TAFE NSW libraries have traditionally provided teachers and students with resources and subject guides to support course delivery. The last several years have seen this support change from a print to an online environment with guides and resources being provided on websites and through online databases. In 2009 Illawarra Institute libraries investigated and trialled new Web 2.0 software, Spring Share LibGuides. This software allows for the creation of guides to provide students with a one stop shop for their information needs by utilising web 2.0 technologies such as RSS feeds, blogs, tutorials, comments, surveys and allows integration to social media such as Facebook, Twitter and also supports the creation of widgets.

2. THE MOODLING ALONG WITH LIBRARIES PROJECT

2.1. Our Approach

In 2010 one of the Sydney Institute strategic priorities was to provide “personalised online learning solutions to meet vocational and tertiary needs”. In order to support this priority Sydney Institute libraries investigated the provision of library services to students studying online and in the workplace utilising Moodles as their delivery tool. After liaison with Illawarra institute it was agreed that a project would be established to utilise Spring Share LibGuides integrated with Moodles.

2.2. Steps in the Project

A working party consisting of teachers, liaison librarians, and library management was established to implement the project. A project plan was written documenting sponsors, team members, objectives, deliverables, project rationale, scope, stakeholders, costs, reporting/ communication and a workplan.

The project involved 4 teachers from different industry areas delivering content to students studying online and in the workplace using Moodles. Meetings were held to review course content and identify relevant supporting resources for the selected courses. It was decided that the best platform for providing access to library resources was through the integration of LibGuides software with Moodles. A subscription to a more advanced version of LibGuides, called CampusGuides, was purchased as it included a greater range of features to enable better customisation.

Up skilling library staff on the use of Web 2.0 technologies is a professional development priority at Sydney Institute. As part of this project, training sessions on the use of CampusGuides were provided to all liaison librarians. One of the major barriers faced throughout the project, was the level of IT proficiency amongst some library staff. Although this software is relatively easy to use, many staff were unfamiliar with creating and applying web 2.0 features, such as RSS feeds and widgets. A number of techniques to overcome this barrier were used such as; one on one coaching, support groups, development of instructional material and follow up training sessions to establish individual proficiency. The use of these training strategies resulted in all liaison librarians becoming effective creators of CampusGuides.

The next step in the project was to create resource guides for the selected Moodle courses and to seek teacher feedback on the relevancy of the content selected. Regular feedback sessions with teachers were conducted. These sessions were invaluable as they provided librarians with information about the course content, lesson plans, assessment guides and expected student outcomes. This information provided direction and further refinement of the resource discovery process. After extensive review, the guides were linked to the relevant Moodle courses for students to easily access library support course materials.

During the delivery of the online course, librarians worked in collaboration with teachers to ensure content and access to online resources was continually updated and relevant. Teachers emphasized to students the availability and relevancy of the library selected resources and set assignments that utilized some of these resources. Ongoing feedback from teachers and students was collected during the running of the course.

On the whole, feedback was extremely positive with teachers being enthusiastic about the new opportunities for easily linking students to resources. Students found it a very valuable resource and expressed wonder at some of the resources that they discovered which they were unable to find through Google. Teachers were also extremely enthusiastic and grateful for this library initiative as it added content to the course module as well as saving teachers' valuable time by the prior identification of suitable supporting resources.

SYDNEY INSTITUTE TAFE Ultimo College Library

Library Home > CampusGuides Home > Ultimo College Library Home > BSBADM502B Manage Meetings Admin Sign In

BSBADM502B Manage Meetings
 Last update: Jun 18th, 2010 | URL: http://sit.nsw.campusguides.com/content.php?pid=118732 | [Print/Mobile Guide](#) | [Email Alerts](#)

Books, DVDs & more | Journals & databases | Websites | Research & writing | Referencing & plagiarism | Podcasts, videos & RSS feeds

Books, DVDs & more | Comments (0) | [Print/Mobile Page](#) | Search | This Guide | [Go](#)

Renew My Library Items

TAFECard barcode:
 TAFECat:
 PIN:

Comments (0)

Welcome

This guide will help you locate resources and information for your Cookery and Hospitality course.


Use the page tabs above to navigate this guide

Visit the Library's website for more information:
 Library Catalogue
 Resources - Databases
 Borrowing
 Ultimo Library - Opening Hours

Comments (0)

Finding Stuff

Click on the Video on how to find stuff @ Ultimo Library



Comments (0)

Subject Searches

Click on the subjects below to view the items in Ultimo Library

Communication	302.2
Business Communication	658.45
Management	658
Meetings	658.456

Comments (0)

Search Library Catalogue

Choose your library:


Enter your search term(s):

Limit search to: My library Sydney Institute All TAFE

then click on

Comments (0)

DVD's and Video's in the Catalogue



People Skills: Manage Meetings

Print Journal/Magazines

The items below can be found in the Serials section in the library on level one

Items in the Catalogue

[Organise meetings, BSBADM405B - Beverley Weynton](#)

Figure 1: Example of tailored Subject Guide.

Course: BSBADM502B Manage Meetings (UM) Windows Internet Explorer

http://selearning2.tafensw.edu.au/moodle/course/view.php?id=1012 | tafe moodle

Course: BSBADM502B Ma... | Course: Ultimo College Library | Internet Explorer cannot dis...

- 17592 Access to Nursing - Certificate II (UM)
- Advanced Moodle Training
- BSBADM502B Manage Meetings (UM)
- Business Administration Traineeship Centre - 17807 Cert III Business Administration (UM)
- Chinese Certificate 1 A/B
- CUVDSP04A Research and Apply the History and Theory of Design to Design Practice (UM)
- Introduction to Moodle
- Japanese Certificate II Stage-2 (18139)
- NSWTPRR505A Develop Advanced Communication Tools for the Public Relations Industry (UM)
- STRMERO13A Design & produce store plans & floor layouts (UM)
- Tourism & Hospitality Computing 1 (UM)
- Ultimo College Library
- UM_BSOHS403B Identify Hazards

Meetings

- The minute recorder
- The configuration of the meeting - round table, rectangular, u-shaped
- Tone of meeting - formal or informal
- Legal and ethical requirements eg OH&S, EEO and Anti discrimination, public liability and other legal aspects

And many other considerations will need to be made during the process. To get you started, watch this video from YouTube which clearly identifies eight steps you need to take over the three stage process in order to make your meeting more effective - in essence in order to achieve your goals efficiently economically and democratically.

Before you get started on your studies, download the Student Assessment Guide below and read through it carefully. Please then access the Forum "Receipt of Student Assessment Guide" to post confirmation that you have received the Student Assessment Guide and understand the requirements for this Unit.

Manage Meetings is a graded Unit. You will therefore receive a Distinction, Credit or Pass if you are successful, and a Fail if you are not.

[Library Subject Guide Resource](#)

[Student Assessment guide \(SAG\)](#)

[News forum - Centre for acknowledging receipt of SAG](#)

[Meetings glossary of terms](#)

[Ultimo Library Resource Link](#)

Sun	Mon	Tue	Wed	Thu	Fri	Sat
	1	2	3	4	5	
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

Events Key

Global Course
Group User

Section Links

2
[Jump to current topic](#)

Figure 2: Example of Subject Guide link on teachers Moodle



Figure 3: Example of Subject Guide integrated to teachers Moodle

3. WHERE TO NEXT

Change is the only constant in today's TAFE environment and the pace is ever quickening. Not only has there been enormous economic and political change bringing more competition into the Vocational Education & Training arena but also educational delivery has changed greatly with a focus on more flexible, personalised and online delivery methods. This educational environment change, together with fast-paced technological change that has led the whole electronic information explosion, creates many ongoing challenges for library services and the roles of library staff. TAFE NSW libraries continue to work with teachers and support units to maintain and improve access to their services. So far they have explored a range of the latest technologies, and implemented new strategies and different ways to offer their services, including:

- EASI – an online personalised information alert service
- “information fitness” - an innovative way of linking information literacy with the sport and fitness programs;
- The knowledge café concept - used to encourage knowledge sharing;
- Blogs, wikis and sms to promote services and communicate with staff and students;
- Ask a librarian services and virtual tours of the library, in some cases in several different languages;
- Podcasts and vodcasts - preparing and identifying appropriate content to extend the range of resources and services offered as well as linking resources into the online delivery methods;
- Virtual worlds such as Second Life - recently some librarians have been exploring other worlds with a view to more virtual service provision.

The recent introduction of a new digital content management system called Equella, has offered libraries another opportunity to promote and share their resources. This software provides an extensive storage repository, content management, meta tagging and workflow process. Amongst other things, Equella will be used to extend the storage capacity of Moodles and improve access to a range of online resources and tools.

TAFE NSW libraries are working with the central support unit involved in the implementation of Equella to ensure the many library related resources, catalogues, repositories and tools can be integrated with this digital content management system.

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[2] Springshares <http://www.springshare.com/> [accessed 12 August 2010]

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