The WebLUIS Tutorial

8-16-2000

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The WebLUIS Tutorial

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Quick Overview
What is the WebLUIS Tutorial?

• Introduction to the online catalog and indexes, collectively called WebLUIS.

• Modular, interactive, self-paced, web-based.

• Developed and supported with WebCT.

• Used primarily by second semester English composition students (ENC1102)
A Tutorial as a Collaboration

- Students
- Faculty
- Technical Support
- Librarians
If you build it, will they come?

- Students might not flock to a tutorial:
  - It’s not required
  - They find what they need on the Internet (Yahoo, Ask Jeeves, etc.)
  - Too uncomfortable with computers
  - Too busy
  - They already know all about libraries
  - Library research is boring/easy/not necessary
Getting Students to the Tutorial

• Faculty motivate students to use the library and the tutorial...  
  ...or not

• Give students very clear instructions for logging in and overcoming technical hurdles (sample instructions)
Getting Students Through the Tutorial

- Students value their time
  - Modular tutorials let students choose how to spend their time (Example 1)

- Interactivity helps students learn
  - Forms with validation, javascript, hands-on exercises enliven the tutorial and improve student comprehension (Example 2)
Checking for Student Comprehension

• A quiz motivates students to learn the material
  – Many students take the quiz first, then the tutorial, then retry the quiz

• Quiz scores provide feedback to the students
  – Students repeat the quiz until they achieve scores up to their standards
Getting Faculty Behind the Tutorial

- Reasons for resistance:
  - Lack of familiarity with computers and the internet
  - Disbelief in effectiveness of computer-based instruction
  - Don’t know about the tutorial
  - Don’t think library instruction important
Overcoming Faculty Resistance

- Collaborate with Faculty to design the tutorial
- Give Instruction Options
  - Don’t cut off previous forms of instruction
- Build confidence and acceptance
Faculty Needs

- Relevance
- Accountability
  - Proof of completion, Quiz scores (Example 3)
- Administration
  - Prepare the tutorial for the instructor, load student roll
  - Grade quizzes and deliver grades to faculty
Communicating with Faculty

- Communicate with *each* instructor

- Keep them informed
  - Send Memos, Instructions, Scores
  - [Example 4](#)

- Give them options to contact you and be responsive
Faculty Allies

• Work with a coordinator

• Identify people with authority and influence and win them over
Technical Allies

• What you stand to gain
  – Customization
  – Interactivity
  – Multimedia
  – Aesthetic appeal
  – Access to server
Technical Allies
...or are they?

• What you stand to loose:
  Absolute control
  • Priorities
  • Changes, fixes, upgrades
Technical Options

• Outsource
• Hire a permanent programmer/graphics designer
• Use course development software
• Do it yourself
Communicating with Techies

• Explain clearly what you want and why

• Work with one individual who really understands your goal

• Collaborate with the technically powerful units on campus
Last but not Least: Librarians

• Natural allies

• Work with the Library Instruction Librarians
What have you got to gain?

- **Usage**
  - Spring 1998 - About 100 users
  - Spring 2000 - About 1050 users

- **Statistics, feedback, accountability**
What have you got to lose?

- Librarians now spend most of their instruction time with mid to upper level classes
  - Went from teaching 80 plus ENC1102 classes in the Spring
  - Now about 10 out of the 130 or so sections opt to bring the students in for further instruction
URLs

• WebLUIS Tutorial for anyone
  http://reach.ucf.edu:8900/public/libtut

• WebLUIS Tutorial for ENC1102 students
  http://reach.ucf.edu/~enc1102

• WebCT
  http://www.webct.com

• Athena Hoeppner
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  athena@mail.ucf.edu