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The WebLUIIS Tutorial

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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 loose?

- 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

- **WebLUIIS Tutorial** for anyone
<http://reach.ucf.edu:8900/public/libtut>
- **WebLUIIS Tutorial** for ENC1102 students
<http://reach.ucf.edu/~enc1102>
- **WebCT**
<http://www.webct.com>
- **Athena Hoepner**
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