

---

Faculty Scholarship and Creative Works

---

9-29-1997

## OPAC Computer Based Training: HTML and Alternatives

Athena Holcomb  
University of Central Florida, [athena@ucf.edu](mailto:athena@ucf.edu)

 Part of the [Library and Information Science Commons](#)  
Find similar works at: <https://stars.library.ucf.edu/ucfscholar>  
University of Central Florida Libraries <http://library.ucf.edu>

This Conference Presentation is brought to you for free and open access by STARS. It has been accepted for inclusion in Faculty Scholarship and Creative Works by an authorized administrator of STARS. For more information, please contact [STARS@ucf.edu](mailto:STARS@ucf.edu).

---

### STARS Citation

Holcomb, Athena, "OPAC Computer Based Training: HTML and Alternatives" (1997). *Faculty Scholarship and Creative Works*. 848.  
<https://stars.library.ucf.edu/ucfscholar/848>

## **LUISQuest: A Web-Based OPAC Tutorial**

LUISQuest was developed as an introduction to the Library Users Information Service (LUIS), UCF's OPAC. Second semester freshmen are its primary audience. LUISQuest takes the form of a quiz with explanations that guide students through a few basic searches. In the process, students learn about navigation, fundamental search commands, Boolean logic, truncation, adjacency, interpreting citations, and locating materials in the UCF Library.

### **LUISQuest Features**

- Interactive; requiring users to demonstrate understanding of the material
- Self-paced
- Accessible from any computer on the WWW whenever the server is up

### **Technical Description**

- 123 separate files
- 245,925 bytes
- Plain ASCII with standard HTML
- Readable using any browser

### **Things to Consider When You Develop a Web-based Tutorial**

- Is demand for instruction sufficient to warrant developing the tutorial?
- Does the intended audience have the expertise and access necessary to use the WWW?
- Is the material covered by the tutorial stable or changing?
- Will there be time to maintain the tutorial?
- Is there a server for the tutorial?

### **LUISQuest Links:**

**The LUISQuest Tutorial** <http://pegasus.cc.ucf.edu/~library/luisquest/00luisq.htm>

**The Rise and Fall of a Web-based Tutorial CIL '96** <http://pegasus.cc.ucf.edu/~holcomba/rfluisq.htm>

**LUISQuest Case Description** <http://netways.shef.ac.uk/rbase/ucf.htm>

**LUISQuest: A Web-Based OPAC Tutorial NUGM '97** <http://pegasus.cc.ucf.edu/~holcomba/nugm.htm>

# Computer Based Training: HTML

**Athena Hoepfner Holcomb  
University of Central Florida**



[Athena Hoepfner](#)  
[University of Central Florida](#)  
Friday 9/26/97

1997 Notis Users Group Meeting  
Computer Based Training: HTML  
Chicago, IL

# Questions to ask:

**Why create Web-based OPAC instruction?**

**Who will use the service?**

**What will it be used for?**

**How will it work?**

**When will it be maintained?**

[Back](#)

[Next](#)

# Why create web-based instruction?

## To meet growing demand for instruction

- The availability of instruction librarians and resources cannot keep pace with the growth of the university. *We are overbooked!*
- Theoretically, web-based instruction can support any number of students. Using the web for basic instruction frees up time and resources for library instruction.

## To deliver on-demand instruction

- Many serious students want an introduction to the library, particularly to the online-catalog. They may not be enrolled in a class that includes library instruction and no library instruction sessions may be scheduled when they need to learn.
- Web-based instruction is available whenever it is needed (if the server is working).

## To deliver instruction to remote students

- Students taking distributed learning courses and commuters want instruction they can use from their homes or local libraries.
- Web-based instruction is available anywhere with access the WWW.

## To deliver self-paced instruction

- Different people have different modes and paces of learning.
- Web-based instruction is self paced and can be reviewed as often as desired.

*Summary: To extend instruction and free up resources.*



# Who will use the service?

## Who are the primary users?

- Students enrolled in specific courses
- Distributed learning courses
- Freshman level English
- Graduate research methods students
- Self-motivated learners

## Do the intended users know:

- About computers?
- Can they click?
- About the WWW?
- Can they connect to the internet and start up a browser?
- Can they follow a link?
- Can they enter a URL?
- About using the library?
- What knowledge is prerequisite?

## How will they access the service?

- How many have home computers?
  - That have modems?
  - That are set up to access the WWW?
  - That have high level browsers?
- Are computers available in the library?
- Are computers available in campus labs?

[Back](#)

[Next](#)

# What will it be used for?

## What topics will it teach and in what depth?

Tutorials often focus on a specific tool, such as how to use the OPAC, while others teach a research process. They can be a cursory introduction or a in-depth presentation of the topic. Exactly what to cover depends on who the tutorial is for.

## How will it fit into the library instruction program?

Will it be used alone, or in conjunction with other library instruction?

## What functions are required from it?

Will the tutorial need to do more than present material? If faculty assign the tutorial to their classes, then it must have a way to track who completed the tutorial. Will you need to evaluate the students' understanding of the material?



# How will it be implemented?

## How will it deliver the information?

There are different approaches to web based instruction:

- **Handouts**  
Consisting of text and images in a few web pages.
- **Workbooks**  
Which present material, then have exercises or questions.
- **Interactive tutorials**  
Requiring the students to respond to the information presented as they progress.

Unlike its print counterparts, web-based instruction can incorporate video, sound, and programs to aid instruction. However, users without the appropriate browsers and add-ons can't view or hear these bells and whistles.

## How will it be created?

- **Will it be basic HTML?**  
Standard HTML has the advantage of being useable on any browser, even lynx. It is the simplest to create and mount, especially with an HTML editor.
- **HTML with CGI scripts or Java?**  
CGI is necessary for interpreting forms. Java allows for mouse-overs and other interactive functions. Both CGI and Java require programming skills to create and demand more from the server.
- **Course development software?**  
Course development software may automate and simplify creating a complex tutorial, but may require the user to have specific software.



# When will you maintain it?

## Somebody needs to spend time to:

- Track usage
- Maintain links
- Update the content
- Answer user questions
- Do PR and marketing
- Evaluate the effectiveness

[Back](#)

[Next](#)

# URLs for this Presentation

These slides.

<http://pegasus.cc.ucf.edu/~holcomba/nugm/01.htm>

LUISQuest

<http://pegasus.cc.ucf.edu/~library/luisquest/00luisq.htm>

UCF Library Tutorial

<http://reach.ucf.edu:8900/public/libtut.htm>

