

# Everyone has Something to Share and Something to Learn

Using an LMS to Host  
Collaborative Reference  
Training for All Library Staff

Anna Ferri, Research and Learning Librarian

A stage scene with several spotlights illuminating a floor covered in a pattern of purple and blue light. The spotlights are arranged in a semi-circle, casting beams of light that create a dynamic and colorful atmosphere. The floor is covered in a complex, overlapping pattern of purple and blue light, suggesting a dance floor or a stage with a special lighting effect. The overall mood is vibrant and theatrical.

# Setting the Stage

# Roseman University of Health Sciences



Only health sciences and MBA program



Campuses with libraries in Utah & Nevada



1 librarian on each campus responsible for instruction & reference



We don't use student workers for front desk/reference support



# The Situation

# The Challenges



Lack of clarity about reference responsibilities



No ongoing training program after onboarding



Significant staff turnover since last staff training



Lack of staff confidence in reference service skills



## Needs Assessment (Analysis)

Who, what,  
when, where,  
why, how?



What is the goal?  
(Why?)



Who are your learners?



When? Where? How?

# Identify the Tools

## Technology Tools

- Learning Management System

## Mental Tools

- (Modified) Backward Design
- Adult Learning Principles

# Learning Management System (Canvas)



The Good

&

The Bad



**Home**

Discussions

Grades

People

Pages

Files

Syllabus

Quizzes

Modules

Collaborations


Chat

Office 365

Bookshelf®

Mediasite Recordings

▼ **Getting Started**


 **Welcome!**

▼ **Canvas Quick Guide (OPTIONAL)**


 **Guide to Canvas**

▼ **Database Structures (FEBRUARY 2019)**

 **Introduction - Database Structures**

 **Database Structures**


▼ **Locating Full Text Articles (MARCH 2019)**


 **Introduction - Locating Full Text Articles**

 **Locating Full Text Articles: Were You Searching in PubMed?**

 **Locating Full Text Articles: Three Places to Search**

 **Locating Full Text Articles: Try Interlibrary Loan**

 [View Course Stream](#)

 [View Course Calendar](#)

**To Do**

Nothing for now

# Shout Outs

- Macnaughton, S., & Medinsky, M. (2015). Staff training, onboarding, and professional development using a learning management system. *Partnership: The Canadian Journal of Library and Information Practice and Research*, 10(2). doi:10.21083/partnership.v10i2.3573
- See, A., & Teetor, T. S. (2014). Effective e-training: using a course management system and e-learning tools to train library employees. *Journal of Access Services*, 11(2), 66-90. doi:10.1080/15367967.2014.896217
- White, M., & Shellenbarger, T. (2017). Harnessing the power of learning management systems: An E-learning approach for professional development. *Journal for nurses in professional development*, 33(3), 138-141. doi: 10.1097/NND.0000000000000348

# Backward Design

FRONT ELEVATION

1/4" = 1'-0"

RIGHT SIDE ELEVATION

1/4" = 1'-0"

1888

## Training Session Plan

This form will guide you through planning your training session.

Each step should provide the basis for the next step, but **you can always return and modify an earlier step as you go along.**

<https://osf.io/j6u3y/>

### Step 1 – Desired Results

#### Learning Goal(s):

*The **long-term knowledge or skill** that learners will achieve and be able to apply in their job based on this training session.*

#### Learning Objectives:

*1-4 **specific and measurable** outcomes from the training that learners will be able to achieve as a result of the training session. The learning objectives break down the learning goal into components that can be placed in a sequence and be measured (tested for or observed).*

*Learning objectives use specific verbs to describe exactly what kind of result learners should be able to achieve. Two tools that can help you develop learning objectives are the [SMART criteria on \(pg 2-3\)](#) and [Bloom's Taxonomy of learning verbs](#).*

After completing the module, learners will be able to...

- 
- 
- 
- 

### Step 2 – Evidence/Assessment

#### Measurable Evidence

*List the specific evidence of accomplishment for the learning objectives listed above. There should be at least one (1) measurable piece of evidence for each learning objective.*

*Evidence describes **what specific proof** is needed from a learner to demonstrate their understanding or ability to accomplish a task or use a skill. If, for instance, a learning objective states that learners will be able to “troubleshoot” something, then what very specific thing would they have to do to prove that they can indeed “troubleshoot.”*

*This is also where you flesh out exactly what you meant by statements like “the five steps of,” “the three reasons why,” or “the six fields on the form,” which you may have written based on SMART guidelines for the learning objectives above.*

Evidence:

- 
- 
- 
- 

#### Assessment or Evidence of Learning



# Adult Learning Principles



Learner's need to know



Self-concept of the learner



Prior experience of the learner



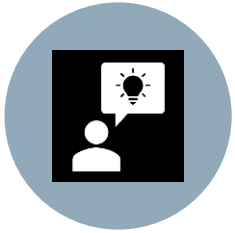
Readiness to learn



Orientation to learning



Motivation to learn



All modules have statements about the what, why, and how of the learning



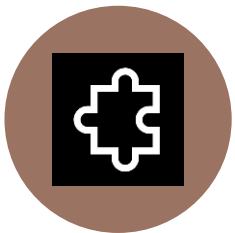
Respectful, inclusive, and empowering language



Framed as practice; quality of performance in the training program has no impact on job assessment



Immediate, specific, individualized feedback; framed as mentoring and modeling



Activities and problem-solving tasks



Discussion forums, peer-to-peer education, reflection

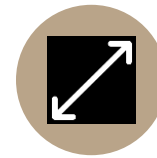
# Challenges



Learning new  
technology



Learner self-  
concept



Wide range of  
prior experience

A group of approximately 12 diverse individuals are silhouetted against a bright, glowing sun in a clear blue sky. They are captured in various dynamic poses of jumping and celebrating, with arms raised and bodies in mid-air. The scene is set on a dark, grassy horizon line.

# Results

# Questions?

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- See, A., & Teetor, T. S. (2014). Effective e-training: using a course management system and e-learning tools to train library employees. *Journal of Access Services*, 11(2), 66-90. doi:[10.1080/15367967.2014.896217](https://doi.org/10.1080/15367967.2014.896217)
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