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
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
Shout Outs


Backward Design
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.

### 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](https://osf.io/j6u3y/) and Bloom's Taxonomy of learning verbs.

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

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### 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:

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**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
Results
Questions?

Anna Ferri
aferrri@roseman.edu


