Problem? Yo, I'll Solve It:
Creating an Online Tutorial with LibGuides
Background. Human Development (HDP) 191 – Field Research in Human Development

Substitute Instructor

Interim HDP Liaison

Permanent HDP Liaison

Tutorial Created

Fall 2017 1.0

Winter 2018 2.0
Background.  

Human Development (HDP) 191 – Field Research in Human Development

- 40 hours of site visits
- Choose site responsive research question
- Find literature using advanced techniques
  - Use databases
  - Identify subject headings
  - Literature in last 5 years
Problem.

More hands on time.

I wish the hands-on time with the professor and librarian was longer.

The only possible way it could be improved is if there were more time at the end for individual help/guidance in narrowing our searches.

Increase the duration of the workshop.

By giving a chance to students to conduct their literature search during the workshop maybe more time individually giving us feedback.
Problem.

- High number of consultations
- A lot of time spent

![Consultation Statistics Chart]

- First drop-in workshop
- First tutorial
Solution.

The Flipped Classroom

IN CLASS

DURING

Students practice applying key concepts with feedback

OUT OF CLASS

BEFORE

Students prepare to participate in class activities

GOAL

AFTER

Students check their understanding and extend their learning

Source: Faculty Innovation Center at UT-Austin
**Planning.**

- Instructional Design Librarian and Instructional Technologies Librarian

- Create Instructional Design Product Document form
- Color schemes
- Wireframes, story board
- Build, Review, Revise
- Test
- Deploy
- Consultation request received
- Meet with stakeholders
- Object documentation
- Ongoing communication with stakeholders
- Assessment and Project Evaluation
Planning.

• Tools considered

<table>
<thead>
<tr>
<th>Adobe</th>
<th>Articulate</th>
<th>LibGuides</th>
<th>PowerPoint</th>
<th>Qualtrics</th>
<th>Survey Monkey</th>
</tr>
</thead>
</table>

• Tutorial outline
  • Outcomes
    • Assessment for each

• Activities
  • Types of activities

• Storyboard
The LibGuide Tutorial.

- fall 2017
  - 1.0
    - 1 tutorial

- winter 2018
  - 2.0
    - 3 tutorials

Up Next:
- LibGuides Tools
- Navigation
- Formatting
- Quizzes
- Images, Videos, Gifs
LibGuide Features

Site: Early Childhood Education Center
You are observing preschool children in their classroom during play time. What do you see?

- Set path - Completion credit
- View content throughout
- Return to sections for review

Solution 1.0

- Side tab layout
- LibGuides navigation buttons
Library Research: Skills and Resources

Click Next at the bottom of the page to continue.

Photo credit: http://www.hdp.ucsd.edu/_images/rotator/ES-2
Problem. Solution 1.0

• Amount of content
• Navigation confusion

Solution 2.0

• 2 Tutorials and 2nd tutorial has 2 parts
• Created own menu
• Designed own navigation buttons
• Each module is its own individual, private guide
Learning Objectives

At the end of this tutorial, these are the 4 concepts and skills you should have learned. They will be useful for your HDP91 paper, but if you truly master them, you can use them for any other course as well.

What did you learn in those lessons?

Recognize searching as iterative and strategic.

- Research can be messy and it is a journey. You have to be strategic and you may repeat and/or revisit various steps.

Identify keywords & phrases for database searching.

- When searching the academic databases, you will need to be more specific than with Google, where you can input an entire sentence and get decent results. I will teach you some ways to come up with more targeted language.

Distinguish between keyword and subject searches.

- There are two levels of search terms that can be used in the databases, keywords, and subject headings. You will need to become familiar with and know how to create both.

Demonstrate efficient searches in databases using available search tools.

- The end result is for you to be able to find research in the database efficiently and effectively.

What is the research process?

How do I identify key words?

What is the difference between a key word and subject heading?

How do I find articles in the library databases?

Click continue to begin Part 1
Problem. Formatting.

• LibGuides box format

Solution 1.0

• Floating boxes
• Nested tabs
• Tables
Floating Box

Display box without borders, padding, or box title. The title will appear on the Guide Edit screen so you can get to the Edit menu/ Delete button, but will not appear in public view.

HDP191 Tutorial: Keywords: Module #2

Module #2

Keywords vs Subject Headings
Keywords
Keywords Practice
End of Part 1
There are two ways to brainstorm key words.

Instructions:
1. Read through tab #1, then complete the "AND" activity.
2. Read through tab #2, then complete the "OR" activity.

#1. Find the Main Concepts within Your Topic

Connector Word ("Boolean Operator") Used with These Concepts: AND
Say to yourself, "I want to find a connection between _______ AND _______ AND _______."

When you do a search, each result that you get will indicate how you did.
Narrows the number of results you receive.

Keywords vs. Subject Headings

<table>
<thead>
<tr>
<th>Keywords</th>
<th>Subject Headings</th>
</tr>
</thead>
<tbody>
<tr>
<td>Natural language words describing your topic</td>
<td>Pre-defined &quot;controlled vocabulary&quot; words used to describe the content of each item in a database</td>
</tr>
<tr>
<td>More flexible to search with – can combine together in many ways</td>
<td>Less flexible to search by need to know the exact controlled vocabulary term</td>
</tr>
<tr>
<td>Database looks for keywords anywhere in the record</td>
<td>Database looks for subjects ONLY in the subject heading or descriptor field</td>
</tr>
<tr>
<td>May yield too few results</td>
<td>Use if you need results</td>
</tr>
<tr>
<td>May yield too many irrelevant results</td>
<td></td>
</tr>
</tbody>
</table>

Keywords are natural language that you will come up with on your own. These are the natural key words you think up.

Subject headings are the structured vocabulary that the scholars in the field or the academic databases use for the keywords that you come up with.

(You will learn more about these in Module #3.)

The More You Know:
Finding subject headings is like translation. It is the language of your field. When you need to describe your problem, you find the language that is used to describe problems like yours. When you search, you will need to search using this language.
Problem. Quizzes.

- Formatting quizzes
- Embedding quizzes

Solution 1.0

- Qualtrics
- Iframe html code
Solution 2.0

#1. Find the Main Concepts within Your Topic

**Connector Word ("Boolean Operator") Used with These Concepts: AND**

Say to yourself, "I want to find a connection between __________ AND __________ AND __________."

When you do a search, each result that you get will include ALL of these words.

Narrows the number of results you receive.

**How to:**

Look at your topic question and pull out the main concepts or points, usually the nouns.

"Tip: be sure to think to yourself, "I want my results to find a connection between __________ AND __________ AND __________." If that correctly sums up your topic, you’ve got your main keywords.

**Example:**

The Impact of Cell Phone Rings on Academic Performance

"AND" keywords: cell phone AND academic performance.

"I want my results to find a connection between cell phones AND academic performance." Does that sound right?

**Note:**

Notice that we didn't include "rings". If we put that as a keyword, we are expecting a ton of results that discuss cell phone rings. But wouldn't articles that just talk about cell phones and academic performance be just as relevant? To include "rings" would make it too specific.

**PRACTICE.**
Solution 2.0

• Search Strategies opt-out quiz
  • If less than 100%, review search strategies

• If 100%, proceed to next section

• Search Strategies review quiz
Media.

Photoshop/Publisher

"Partna, let me upgrade ya."

Still with me??

https://screencast-o-matic.com or Camtasia

https://giphy.com
End of tutorial.

- What to bring to in-class session
- Lesson plan for in-class session
Thank you!

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