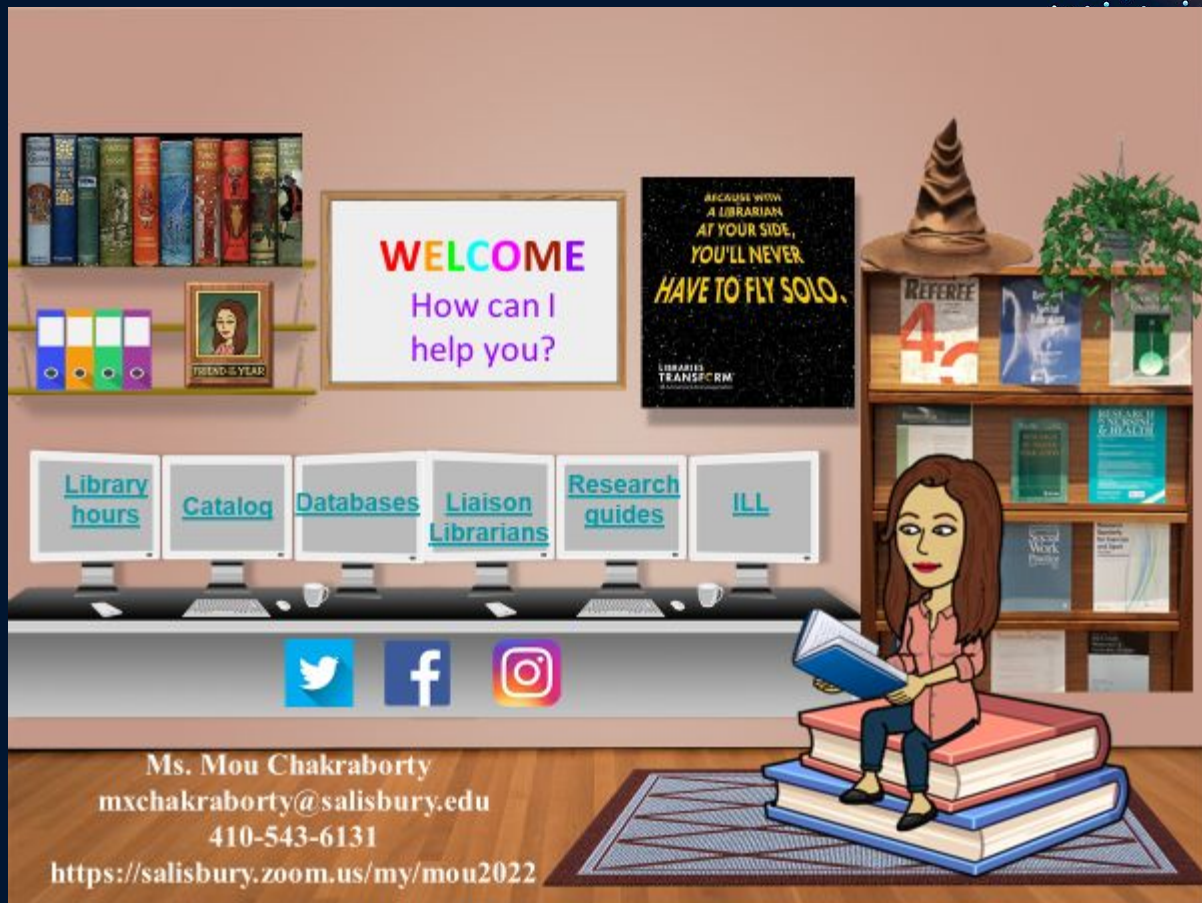


"WOW! That Was Awesome!" Said the Students Leaving the Library Instruction Session: Integrating Tech Tools in Library Instruction

**Mou Chakraborty
Jennifer Shimada
Kimberly Bailey**

**Distance Library Services Conference
2022**

Twitter Tags:
**#WOWTools
#DLS2022**



There's a
Bitmoji
for that!

Make Tomorrow Yours

- Total Enrollment: 7600 (approx)
- Undergraduate Majors: 46
- Master's and Doctoral Programs: 17
- Student Faculty ratio 13:1
- Students: From 33 States and 35 Countries





- Part of the University System of Maryland and Affiliated Institutions (libraryUSMAI)
- Opened in 2016, award-winning facility, hub of academic life on campus
 - library, museum, archival, study and presentation space; computer labs; a 3-D printing “MakerLab”; and academic centers including the Edward H. Nabb Center for Delmarva History and Culture, SU Writing Center, Math Emporium and Center for Student Achievement.
- one of the top 20 college and university libraries in the U.S., according to The Princeton Review’s 2021 “Best 386 Colleges” rankings

Educational Technology

Whether working together or independently, both older and younger teens prefer to learn by doing. More than half of respondents said they learn best by being hands-on, while 38 percent learn by seeing.

When it comes to classroom learning, students find class discussions are the most beneficial. Working through examples of a problem also topped the list, which further supports Gen Z's desire to learn by doing.

HOW DOES GEN Z LEARN?



When asked what teachers could do to make learning more fun, helpful and interactive, students responded in a variety of ways. Using more technology, more hands-on learning and more individual attention topped the list.

"Being hands-on or using interactive devices is the best way for me to learn. Technology is important to use because it keeps you current with our daily lives."

Male, younger teen

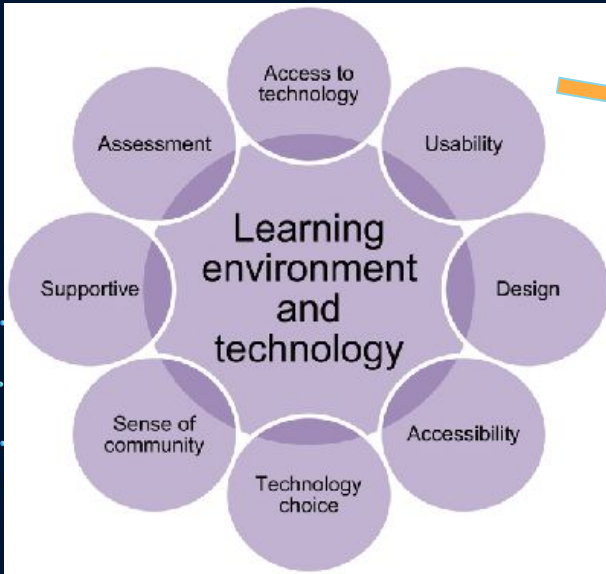
Source: <https://www.bncollege.com/wp-content/uploads/2018/09/Gen-Z-Report.pdf>

Facilitating Student Engagement Through Educational Technology: Towards a Conceptual Framework

Authors: **Melissa Bond** ✉, **Svenja Bedenlier**

Learning environment and technology

There are a variety of factors that influence student engagement when using technology (see Figure 3). Students' access to technology is an issue, which may also impact on their level of confidence and prior level of experience (Zweekhorst and Maas, 2015). Assuming that technology and the Internet can be accessed, the provision of technical (and sometimes emotional) support is necessary, to ensure not losing students along the way due, for example, to anxiety of receiving lower grades as a result of technology issues (Mejia, 2016). Potential problems can be mitigated through introductory sessions to the technology being used (Shepherd and Hannafin, 2011) or having a continuous technical support team present (Levin, Whitsett and Wood, 2013). Providing thorough and clear explanations of *how* technology is to be used (Lim, 2004; Peck, 2012; Salaber, 2014), including an emphasis on using ICT for self-directed learning (Sumner, 2018), and *why* it is being employed in a specific course setting (Cakir, 2013; Northey et al. 2015; Skinner, 2009) is also helpful, if not necessary, to ensure student engagement. Consideration should be given to allowing students a choice in which technologies are used (Martin and Bolliger, 2018), as familiar technology can eradicate issues of low technology confidence (Northey et al. 2018). Including out-of-class technology activities in assessment has also been shown to improve engagement and student buy-in (Northey et al. 2018; Zhu, 2006).



<https://jime.open.ac.uk/articles/10.5334>

Journal of Interactive Media in Education

jime 528/

Poll

Mentimeter Word Cloud

Go to www.menti.com

Use code: **8387 3264**

<https://cutt.ly/WowTools>

Tech Tools

- PPT
- Videos
- NearPod
- Flipgrid/Flip
- Glogster
- Padlet
- Zoom tools

Videos



- Camtasia
- Panopto
- Loom
- Jing, Screencast-O-Matic(previously)

THE LIBRARY AWAKENS

Episode 18-19

BLAST OFF!

*It is a period of crunch time in
the semester! Faculty, hiding
from their secret bases, are
attacking with long research
papers and presentations*

▶ ▶| 🔊 0:29 / 13:46

Music credit: John Williams Star Wars theme, Walt Disney Records

⏮ ▶ ⏭ ⚙️ 📺 🖥️ 🗑️

<https://cutt.ly/LibraryAwakens>





<https://edu.glogster.com/>

Glogster- an interactive online poster creating virtual posters that can combine text, images, video, audio, and hyperlinks and share them with others electronically

What's Schizophrenia?

According to the National Institute of Mental Health (NIMH), Schizophrenia is a chronic and severe mental disorder that affects how a person thinks, feels, and behaves. People with schizophrenia may seem like they have lost touch with reality (National Institute of Mental Health, 2019).

Symptoms

The symptoms of schizophrenia are placed into three categories:

- Positive
- Negative
- Cognitive

Positive Symptoms are behaviors that include losing touch with reality.

- Hallucinations
- Delusions
- Thought Disorder
- Movement Disorder

Negative Symptoms are disruptions in emotions and behaviors.

- Reduced speech
- Reduced feeling of excitement
- Reduced facial expression and reduced tone of voice

Cognitive Symptoms are changes in memory and thinking.

- Reduced ability to understand information and make decisions
- Inability to focus on tasks
- Issues with being able to use and process information they learned

Risk Factors

- Genetics
- Environmental
- Complications during birth
- Exposure to viruses
- Lack of prenatal care
- Psychosocial factors

Onset & Course

Schizophrenia is rare in children and mostly appears between the ages of 16 and 30 years old. Before the onset of Schizophrenia individuals begin to experience anxiety, depression, and hallucinations. Schizophrenia normally goes undiagnosed until the individual begins to experience their first break, when they present with different or irrational behaviors (Nemada & Corbetta, 2019).

Test & Assessments


Mental Health Professionals utilize interviews and assessments to evaluate whether an individual has schizophrenia. They also refer to the DSM-5 to determine what disorder the symptoms they are presenting relate to. The symptoms that the individual reports and the behaviors the mental health professional can observe are all taken into account (Cleveland Clinic, 2018).

My Service

Service name: Mission Hope


Mission: Mission Hope is a mental health service that strives to provide high quality care to meet the needs of their clients while providing individualized treatment plans to adults.

Schizophrenia



Educational Options

People with Schizophrenia can attend school just like everyone else and some people do not need any assistance in school. However, the Americans with Disabilities Act (ADA), protects individuals with disabilities that may need specialized accommodations in the classroom to help them succeed.




Communication Techniques

- Listen carefully
- Be sensitive
- If you do not understand something, politely ask again.
- It is important for one person to speak at a time.
- Always be encouraging and understanding.
- Make sure to keep conversations short, simple and to the point.
- Low-stress environments are critical for people with Schizophrenia.

Prognostic Interventions

Prognostic Interventions can be beneficial for people with schizophrenia. It involves sessions with a mental health professional that focuses on understanding current or past problems, and feelings. The therapy allows the individual the ability to express themselves and learn to get a better understanding of their diagnosis (National Association of NASET Special Education Teachers, 2019).

Cognitive Behavioral Therapy (CBT) is a therapeutic intervention that has been effective in helping those with schizophrenia. According to the Society of Clinical Psychology, CBT for schizophrenia involves establishing a collaborative therapeutic relationship, developing a shared understanding of the problem, setting goals, and teaching the person techniques or strategies to reduce or manage their symptoms (Society of Clinical Psychology, 2019).



Resources & Services

Peninsula Regional Health Service - Behavioral Health Service Overview

Services: Behavioral healthcare services for adults with mental health disabilities including schizophrenia, depression, and bipolar disorder. The services that are provided include psychiatric assessments, individual and group therapy, psychoeducation and medication management.

Peninsula Regional Health Service - Outpatient Service

Provides therapeutic services, individual therapy and medication management for adults and children with mental health disabilities. After the assessment the team will provide the patient with a customized treatment plan to help the client manage their disability.

Eligibility Criteria: Anyone is eligible for the outpatient service

Address: 100 E. Carroll St. Salisbury, Maryland, 21801

Phone number: 410-543-7113

Hours: 8:00 a.m. - 6:00 p.m. Monday through Thursday and by appointment on Friday

Peninsula Regional Health Service - Partial Hospitalization Clinics

Clinics

Cognitive Behavioral Therapy (CBT) for Schizophrenia. (n.d.). Retrieved December 2, 2019, from <https://www.dn12.org/treatment/cognitive-behavioral-therapy-for-schizophrenia/>.

Cognitive Behavioral Therapy - Schizophrenia. (2013). Retrieved from <https://www.youtube.com/watch?v=9Wm1W88c>.

InvestigativeMentor.com - Content + Helpful Communication Tips. (2016, August 8). Retrieved December 2, 2019, from <https://www.investigatormentor.com/schizophrenia/ang/>

Introduction

Epilepsy is a neurological disorder that causes unpredictable seizures. This happens when the brain goes through abnormal electrical discharges.

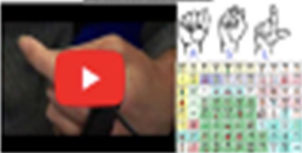
Signs & Symptoms: during confusion, vomiting, jerking that cannot be controlled, uncontrollable laughter, convulsions, Epilepsy is found, under long-term/short-term, ineffective treatment such as AEDs, antiepileptic medications, & developmental disorders.

Risk Factors: age, history of disorder in family, injuries to head, congenital diseases, infections of brain, or past history of seizures are noted.

Treat & Recommendations: the symptoms/attacks, during, and after a seizure made in the diagnosis of epilepsy. EEG, V.E.G. (visual evoked), audio, video, PET-CT, and MRI are all neurodiagnostic tests that diagnose epilepsy.

Effect & Effects: epilepsy can occur at any age but is most common in childhood & makes it hard. There is no known cure for epilepsy, but medication is used to treat and regulate brain activity in control and limit seizure activity.

Communication



Seizures can impair cognitive skills causing communication barriers. Another factor that impairs cognitive ability causing communication barriers is language, heard versus personal of actions from epilepsy. Most often, speech is not impaired and conversations can be normal. Though hearing comprehension is hard, understanding is combined with another disability, communication device used with. However, if constantly a symptom and communication is a chronic, obvious that this one alone are very common. Epilepsy skills is improved, producing time moderate range causing speech to use during. Also options for speech could include sign language & communication boards.

(continued in paper instead of electronically)

Services/Interventions

1. **Seizure Education:** **Wright Professional Practice**, 1001 Industrial Blvd., Suite 100, Dallas, TX 75207
Contact: **Michelle Wright**, PhD (409) 444-1007
Website: www.wrightepilepsy.com
Services: Seizure education, coping methods, medication education, seizure first aid & strategy for growth with epilepsy through the childhood, parents with epilepsy and family members have education on all AEDs. The workshop is one day but doctors and other resources to search out including links to signs for anti-epileptic response. Also available for groups, no eligible requests.
Cost: free to all services are free and available.
2. **Seizure Support:** **Seizure Support Group**, Newburgh, NY
Contact: **Tracy**, 735-465-4774, Coordinator (202) 475-4754
Contact: **Michelle Wright**, PhD (409) 444-1007
Website: www.wrightepilepsy.com
Services: Family members are welcome.
Cost: free, regular meetings, no fee. Services of signs such as difficult, understanding, relationship, or daily/nightly seizures, identifying with symptoms, medication, seizures, and other professionals, social and emotional issues, and treatment or referrals.
Cost: Support groups are free, but registration is required.
3. **Seizure Skills:** **SEI Seizure Area**, New York, New York
Contact: **Michelle Wright**, PhD (409) 444-1007
Website: www.wrightepilepsy.com
Services: Seizure education, coping methods, medication education, seizure first aid & strategy for growth with epilepsy through the childhood, parents with epilepsy and family members have education on all AEDs. The workshop is one day but doctors and other resources to search out including links to signs for anti-epileptic response. Also available for groups, no eligible requests.
Cost: free to all services are free and available.

Epilepsy.

Therapeutic Interventions

People with epilepsy can do almost anything someone without epilepsy can do. The activity does depend on the type of seizure and the person's experience. For therapy is often a good ability for food into for coping matters. It helps manage stress and coping feelings without stress or overwhelming. Stress reduction is often very helpful because seizures. People who have the most need to help self-reliance to increase health and can live their life, physical activity can decrease seizure frequency. Though people with and seizures often having boundaries, larger professional's assistance are out the place. For example swimming can be dangerous if a seizure was to occur because floating is involved, but swimming is not dangerous either. Like water/aquatics, people should be warned as activities can be helpful. Handwriting/signs such as the more people can learn to write that activity may not be the best choice.

Educational Aspects

People with epilepsy can attend a normal school unless it is a high degree after a seizure seizure unless it is severe. Some schools could be referred to a normal school unless it is severe but some schools, learn about an individual's educational abilities.

Accommodations/epilepsy students: should instructions to clearly, appropriate accommodations, using sign or verbal cues, providing graphic organizers for memory, being accommodations, etc. or a 504 plan.

Training for epilepsy after accident or seizure precautions: These could involve procedures for seizure, knowing how to perform and helping, coping methods, and how aware of other seizure activity.

Self-Management

Activities/Interventions:

- 1. **Seizure Support:** **Seizure Support Group**, Newburgh, NY
Contact: **Tracy**, 735-465-4774, Coordinator (202) 475-4754
Contact: **Michelle Wright**, PhD (409) 444-1007
Website: www.wrightepilepsy.com
Services: Family members are welcome.
Cost: free, regular meetings, no fee. Services of signs such as difficult, understanding, relationship, or daily/nightly seizures, identifying with symptoms, medication, seizures, and other professionals, social and emotional issues, and treatment or referrals.
Cost: Support groups are free, but registration is required.
- 2. **Seizure Skills:** **SEI Seizure Area**, New York, New York
Contact: **Michelle Wright**, PhD (409) 444-1007
Website: www.wrightepilepsy.com
Services: Seizure education, coping methods, medication education, seizure first aid & strategy for growth with epilepsy through the childhood, parents with epilepsy and family members have education on all AEDs. The workshop is one day but doctors and other resources to search out including links to signs for anti-epileptic response. Also available for groups, no eligible requests.
Cost: free to all services are free and available.

Conclusion

Seizure is a neurological disorder that causes unpredictable seizures. This happens when the brain goes through abnormal electrical discharges.

Signs & Symptoms: during confusion, vomiting, jerking that cannot be controlled, uncontrollable laughter, convulsions, Epilepsy is found, under long-term/short-term, ineffective treatment such as AEDs, antiepileptic medications, & developmental disorders.

Risk Factors: age, history of disorder in family, injuries to head, congenital diseases, infections of brain, or past history of seizures are noted.

Treat & Recommendations: the symptoms/attacks, during, and after a seizure made in the diagnosis of epilepsy. EEG, V.E.G. (visual evoked), audio, video, PET-CT, and MRI are all neurodiagnostic tests that diagnose epilepsy.

Effect & Effects: epilepsy can occur at any age but is most common in childhood & makes it hard. There is no known cure for epilepsy, but medication is used to treat and regulate brain activity in control and limit seizure activity.

Student Feedback

Student feedback on the glog assignment was very positive. Here are discussion post comments by students responding to other student glogs:

"I loved your glog. I have never personally done any research on traumatic brain injury so most of the information I was reading was new to me. I liked how you designed your glog also making it very easy to read. Lastly, the youtube videos were so informing especially the one where he was explaining the football and the positions."

"I enjoyed viewing your Glog! I liked that you included the videos in your project because it made it helpful to understand more about Down Syndrome. I liked learning about complete trisomy 21, Mosaic trisomy 21, and translocation trisomy 21 because I did not know there is three different types. I also did not know that speech therapy is the most effective form of therapy for people with Down Syndrome. I learned a lot from your Glog, Great job!"

"Your glog is amazing. I love the personal video about her experience of having epilepsy."

"I loved your Gloster! You did a great job and I really enjoyed learning about OCD."

"I learned and experienced more than I thought I would from your glog, so thank you very much for sharing."

Feedback to Social Work Professor

- One student explained that the glog was the 'best assignment' she had had in her social work classes!
- Students enjoyed viewing the glogs of other students and learning from them. (This would never happen with a term paper.)
- Students were very proud to have their glog used for this presentation and other presentations done by their professor and librarian.

Flipgrid (Now Flip)

<https://info.flip.com>

I liked having a different way for my students to complete an assignment. I think they get tired of always having written assignments, and as a whole, my students seem to have embraced technology. They really seemed to enjoy making videos of themselves navigating how to find peer-reviewed articles, rather than writing up all the steps they took and articles they found. This saved them time and I was able to easily see what they were doing to make suggestions to help their search process.

Dr. Meghan East, Medical Laboratory Sciences

Social Learning tool
“Simple, free video discussions to make learning fun, fulfilling and empowering”

The screenshot displays the Flipgrid web interface. At the top, the Flip logo is on the left, and navigation links for 'Groups', 'Camera', and a user profile are on the right. Below the header, the page is titled 'Groups / MDTC 300'. A 'Join Code: c9536b14' and a 'Member view' button are visible. The main content area shows the group name 'MDTC 300' with a date of 'Oct 19, 2021'. Below this, it indicates 'Mou C +1', '33 responses', '212 views', '7 comments', and '99 hours of discussion'. There is a 'Manage co-leads' link and a 'Edit theme' button. A banner image for the group is shown with the text 'Forget Princess, I want to be a Laboratory Scientist!'. Below the banner, there are '6 Topics' and '20 members'. A search bar and a '+ Topic' button are also present. The main list of topics is as follows:

	Title	Latest Response	
	Getting started Sep 2021 0 responses	-	Active
	Students: Getting started video 0 responses	-	Active
	Flipgrid Tutorial 0 responses	-	Active
	Student Videos 32 responses	Dec 13, 2021	Active
	Sandbox 1 response	Nov 3, 2021	Active
	Hello, I am...	-	Active

padlet

Mou Chakraborty + 39 - 4mo

ENG 103

Made with good vibes

☆ REMAKE ↗ SHARE ⚙️ ... M

Why do Marvel fans gravitate towards certain characters ?

♡ 0

M Add comment

How does the frequent use of a group chat with friends contribute to the bond/relationship of the individuals in the friend group?

♡ 0

M Add comment

how do vegetarians interact with each other online

♡ 0

M Add comment

How do dark souls players use their Lexi to accomplish their goals?

♡ 0

M Add comment

Physical fitness positively affecting mental health

♡ 0

M Add comment

How does being addicted to caffeine in coffee generate the same digital space as any other discourse community?

♡ 0

M Add comment

How does basketball Instagram posts impact peoples interest in the game.

♡ 0

M Add comment

How do Washington Capitals fans show their support via social media?

♡ 0

M Add comment

How do fitness influencers gain followers trust when it comes to gaining advice?

♡ 0

M Add comment

How does the humane society use persuasive methods online to influence people to adopt?

♡ 0

M Add comment

Do people prefer more offensive memes or less offensive memes?

♡ 0

M Add comment

Why are some Elden Ring players toxic towards new players?

♡ 0

M Add comment

what makes fans so involved and opinionated in bachelor nation?

♡ 0

M Add comment

How do crypto discourse communities communicate with lexi and what goals do they share

♡ 0

M Add comment

How does star wars affect people's mental health positively?

♡ 0

M Add comment

How does social media benefit disease awareness?

♡ 0

M Add comment

How do veterans use communication mediums to receive and advocate for the aid they need

♡ 0

M Add comment

How do the ways of communication between my teammates and myself effect the way we perform on the field?

♡ 0

M Add comment

How does zoom/online learning affect a students comprehension of the material in class?

♡ 0

M Add comment

what are the reasons kids use filters on snapchat?

♡ 0

M Add comment

How does communication affect the profession of athletic training?

♡ 0

M Add comment

How does social media impact the way our sorority interacts with one another?

♡ 0

M Add comment

How does facetime effect communicated compared to phone calls

♡ 0

M Add comment

How does Formula 1 radio communication affect the actions and positioning of the driver or surrounding drivers?

♡ 0

M Add comment

How does facetime effect

♡ 0

M Add comment

How in Halo Infinite does communication affect rank

♡ 0

M Add comment

how does being shown the final product vs being told step by step when creating art

♡ 0

M Add comment

If watching children's educational tv shows affects the Childs

♡ 0

M Add comment

Nearpod

Nearpod Login

The screenshot displays the Nearpod web application interface. At the top left is the Nearpod logo. To its right is a search bar with a dropdown menu set to 'All' and the placeholder text 'Search by topic or standard'. Below the header, the main content area shows 'Question 1 / 9' with a small icon to its left. The question text is 'Academic Search Ultimate is a:'. Below the question are four radio button options: 'A. Medical database', 'B. Business database', 'C. Social Work database', and 'D. Multidisciplinary database'. To the right of these options is a large blue 'Preview' button with a right-pointing triangle. At the bottom of the question area, the text 'Select an answer' is displayed next to a blue 'Next' button. The bottom navigation bar contains several icons and labels: 'Info ^', 'Edit', 'Share Preview', 'Live Participation' (with a Wi-Fi icon), and 'Student-Paced' (with a person icon).

nearpod

All ▾ Search by topic or standard

Slide 1 / 1

Question 1 / 9

Academic Search Ultimate is a:

☐ A. Medical database

☐ B. Business database

☐ C. Social Work database

☐ D. Multidisciplinary database

Preview ▶

Select an answer

Next

Info ^

Edit Share Preview

Live Participation

Student-Paced

Exploring...

Genially



Creations

Bin

Brand kit

Inspiration

★ UPGRADE TO PREMIUM



Home Sessions Help



mxchakraborty@salisbury.edu



Visit the Content Orchard

Pick from our library of ready-to-teach lessons and activities for instant student engagement!



Learning Pear Deck

Learn how to use Pear Deck through our quick-start videos and introductory webinars.



Pear Deck Activities

Create a Pear Deck Lesson

Build engaging instructional content right from Microsoft PowerPoint Online. Create new, or drop a premade template into existing lessons for instant engagement!



Create a Presentation

Launch a Quick Prompt

Deploy a single slide to encourage discussion or assess learning — no prep needed!

Choose a Prompt

What you can create with Genially

Search for a template



Presentations



Infographics



Gamification



Interactive image



Video presentation



Guide



Training materials



More



Blank creation

Pear Deck

Low Tech!!

MDTC 471

Evaluating Information on the World Wide Web

Website _____

URL _____

Date retrieved: _____

Scope?

Currency?

Reliability?

Authority

Who:

Credentials:

Affiliation:

Purpose/Point of View?

Topic <i>(can be broad)</i>					
Research Question <i>(specific, focused question within your topic for this specific search)</i>					
Database searched					
Keywords <i>(main concepts from the research question; also think of synonyms, broader and narrower terms)</i>	KW1	KW2	KW3	KW4	KW5
No. of results after searching just with KW					
Subject Headings/Descriptors <i>(usually more effective)</i>					
Related terms <i>(review subject headings, article titles, abstracts, and fulltext)</i>					
Boolean Operator/s (AND, OR, NOT)					
Limits <i>(age, publication type, year, etc.)</i>					
Modified Search	Yes	No			

New search strategy after modification					
No. of results					
Publication Type	Academic Journal <i>(Peer-reviewed)</i>	Academic Journal <i>(Non peer-reviewed)</i>	Magazine	Newspaper/ News broadcast	
CSE Style					
Citation #1					
Citation # 2					
Full Text?	Yes	No	Used Find It?	Yes	No
Full text available in this database:					
Need to do ILL?	Yes	No	Date ILL submitted:		
Date of search					
Paraphrased ideas or direct quotes to use in paper <i>(make sure to write down page numbers of materials used)</i>					



Jennifer Shimada

Senior Director of Library
and Instructional Media,
Relay Graduate School of
Education



What We Do:

THEORY OF ACTION



Teacher Preparation Programs

Set up novice teachers to succeed in the classroom from day one.



Leadership Programs

Training new and veteran school and district leaders to best serve their school communities.

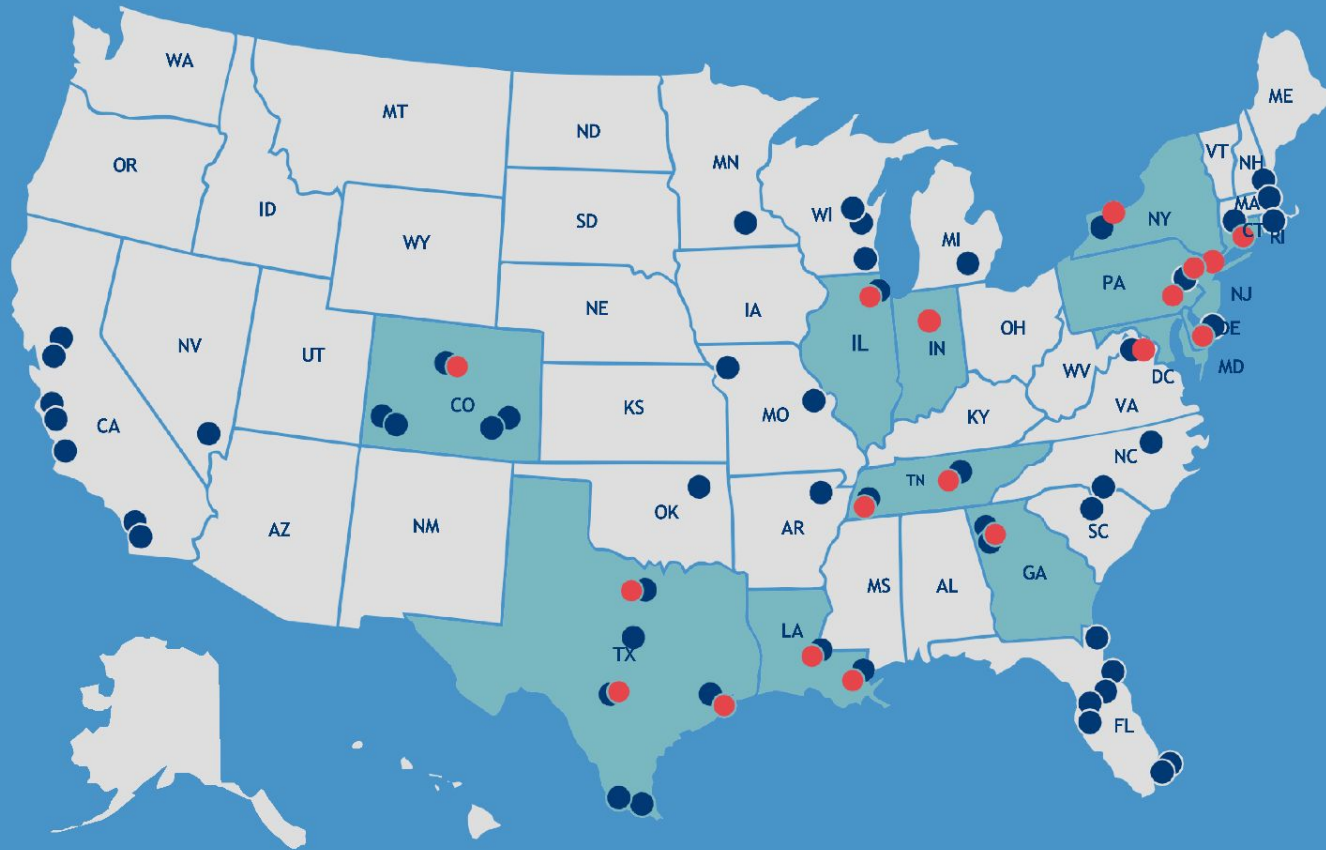


Professional Education

Providing ongoing learning to educators that is responsive and designed around the core essentials of good teaching.

**Impactful, aligned school communities
where every student can succeed.**

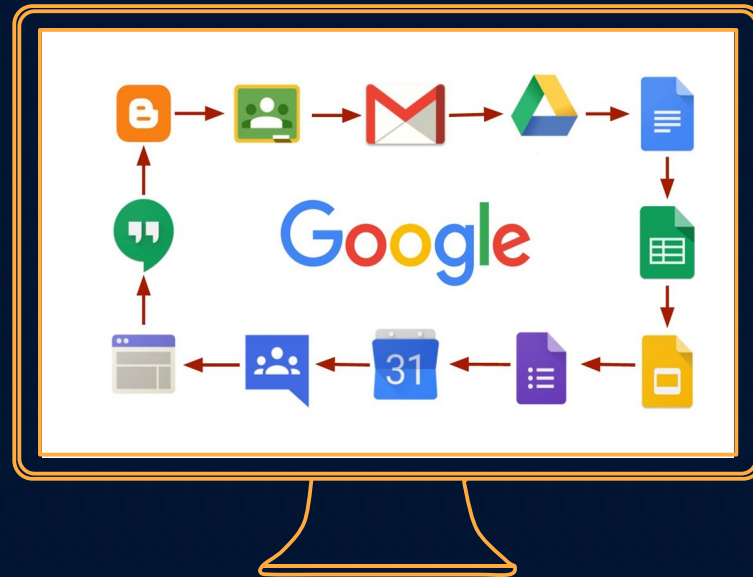
Our Reach



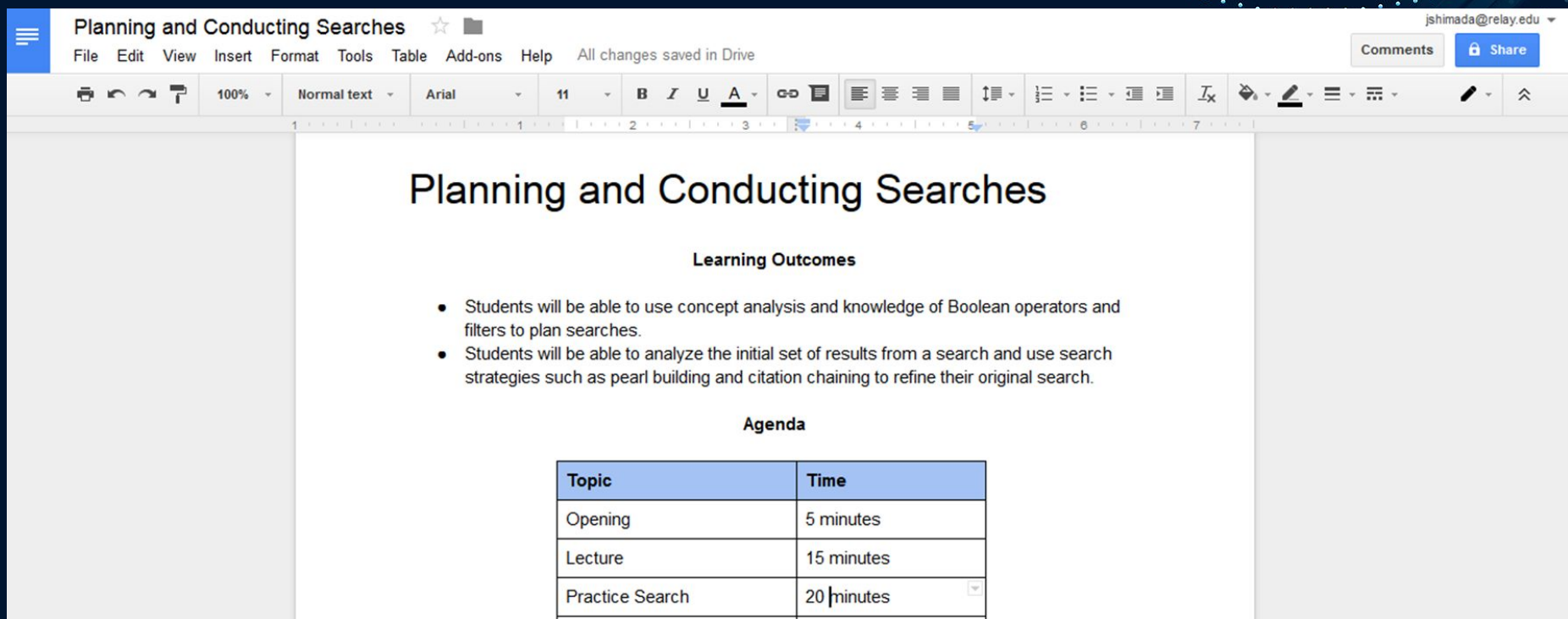
Atlanta
Baton Rouge
Chicago
Connecticut
Dallas-Fort Worth
Delaware
Denver
Houston
Indianapolis
Memphis
Nashville
New Orleans
New York City
Newark
Philadelphia & Camden
Rochester
San Antonio
Washington, D.C.

● Locations
● Leadership Program Fellows

Google Apps



Create an agenda in Google Docs



The screenshot shows a Google Docs interface. The document title is "Planning and Conducting Searches". The menu bar includes File, Edit, View, Insert, Format, Tools, Table, Add-ons, and Help. The status bar indicates "All changes saved in Drive". The toolbar shows various editing tools. The document content includes a title, a section for Learning Outcomes, a list of two outcomes, a section for an Agenda, and a table with two columns: Topic and Time.

Planning and Conducting Searches

Learning Outcomes

- Students will be able to use concept analysis and knowledge of Boolean operators and filters to plan searches.
- Students will be able to analyze the initial set of results from a search and use search strategies such as pearl building and citation chaining to refine their original search.

Agenda

Topic	Time
Opening	5 minutes
Lecture	15 minutes
Practice Search	20 minutes

Put any needed links in Google Doc

SCREENING (13 minutes)

- We will [watch the film together](#) (please watch until 12:43). Think about your answers to the questions above as you watch. If you'd like, refer to the glossaries, guides, and readings provided in the [Pre-Reading](#).

SMALL GROUP DISCUSSION (20 minutes):

In your small group, please assign a timekeeper. We suggest starting the time together by selecting 2 questions from the list below that you are most interested in answering. If your group discusses action-oriented ideas and suggestions, please [add them here](#).

- What stands out to you the most in this film?
- How does this film challenge what you know or believe about gender?
- How can we talk about this more at Relay?
- If Terran were a student at Relay, in what ways could we support them?

Put discussion questions in Google Doc

Small Group Reflection/Discussion (15 min):

In your small groups, answer these questions. Select one student to take notes below, and select another student who will summarize your discussions for the full class.

- What types of searches do you expect your students to do in their own research: should they use Google or a subscription database? Why? How (if at all) would you teach them the difference between the two types of searches?
- What else have you learned in this course would you want to teach to your students?

Group	Notes
Alice and Brett	We would...



Jennifer Shimada

8:08 AM Today

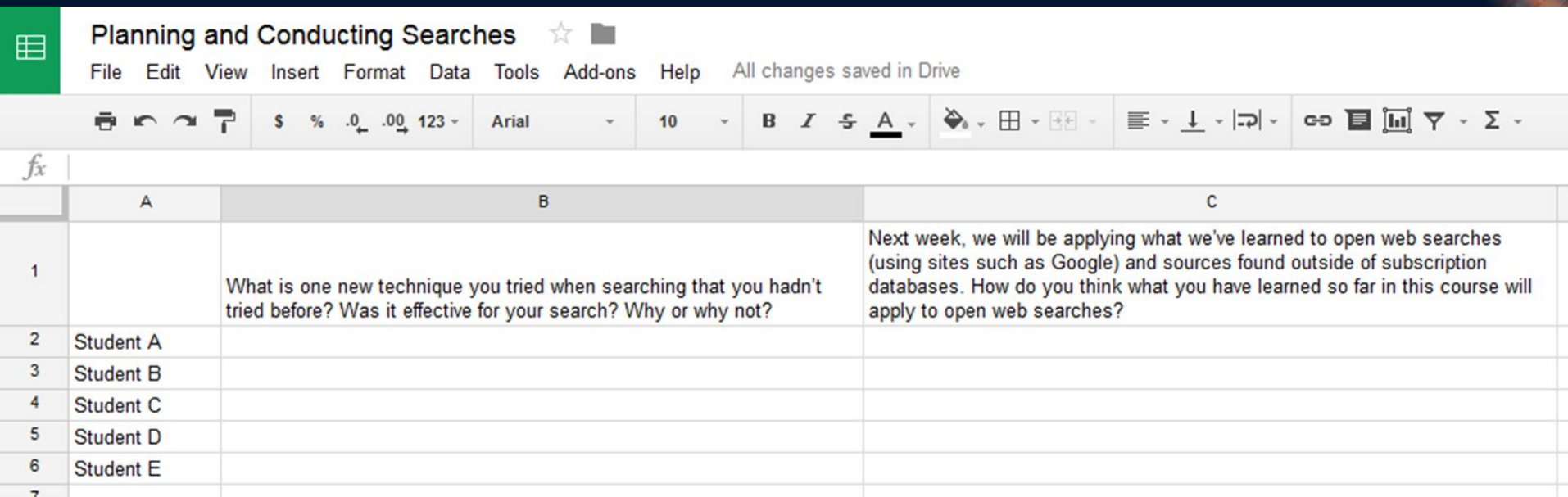
Resolve



That's a great idea! Have you considered...

Put discussion questions in Google Sheets

Rows = Student Names; Columns = Questions



The screenshot shows a Google Sheet interface. The title bar reads "Planning and Conducting Searches". The menu bar includes File, Edit, View, Insert, Format, Data, Tools, Add-ons, and Help. The toolbar contains various icons for formatting and editing. The spreadsheet has three columns labeled A, B, and C, and seven rows numbered 1 through 7. Row 1 contains a discussion question in column B and a paragraph of text in column C. Rows 2 through 7 contain student names in column A.

	A	B	C
1		What is one new technique you tried when searching that you hadn't tried before? Was it effective for your search? Why or why not?	Next week, we will be applying what we've learned to open web searches (using sites such as Google) and sources found outside of subscription databases. How do you think what you have learned so far in this course will apply to open web searches?
2	Student A		
3	Student B		
4	Student C		
5	Student D		
6	Student E		
7			

Make a Google Sheet “handout”

Give each student a sheet

Search Plan 1:

	Concept AND	Concept AND	Concept
OR			
OR			
OR			

Search Plan 2:

	Concept AND	Concept AND	Concept
OR			
OR			
OR			

Fields/Limiters:

Search String:

Google Apps Caveat: 50 User Limit



Google Forms

Good for feedback or larger groups

Finding Resources on Your Research Question

Look for one resource in the library (relay.edu/library) that would help you learn more about your potential research question.

jshimada@relay.edu (not shared) [Switch account](#)

* Required

Name: *

Your answer

What is your potential research question? *

Your answer

Search Strategies

How did you find the resource listed below? What search strings did you use? Did you use any filtering or advanced search options?

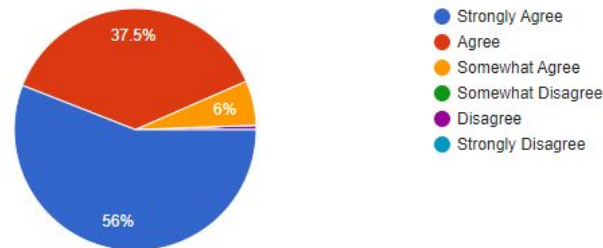
Your answer

This session will positively impact my practice. *

- ☐ Strongly Agree
- ☐ Agree
- ☐ Somewhat Agree
- ☐ Somewhat Disagree
- ☐ Disagree
- ☐ Strongly Disagree

This session will positively impact my practice.

168 responses



Nearpod



Nearpod Practice

Your Turn: Scenario 2

Read the scenario below and determine whether the proposed use of a copyrighted work is likely to fall under fair use according to U.S. copyright law. Be sure to consider:

- The purpose and character of the use
- The nature of the work
- The amount and substantiality of the portion used
- The effect of the use on the potential market

Scenario: A Relay designer wants to embed 10% of a textbook titled *The History of Special Education* on Canvas for a module on special education history and policy.

Is this use likely to fall within the bounds of fair use? Explain your reasoning.

Scenario: A Relay designer wants to embed 10% of a textbook titled *The History of Special Education* on Canvas for a module on special education history and policy. Is this use likely to fall within the bounds of fair use? Explain your reasoning.

Ready? Enter your answer here.

Nearpod Discussion



Engage your students with Collaborate Board

[Learn More](#)

Post your thesis statement.



The effects of globalization are uncountable because of the useful inventions that have made our world much easier than before. The globalization effects our world in trade, communication, and society.

3 ❤️



studying abroad has positive and negative impacts such as learn about new cultures, personal development, and psychological effects.

3 ❤️



Participating in sports leads to new social relationships, great mental health, and good physical health.

4 ❤️



Studying abroad has many effects such as increase confidence and self-reliance, speaking like native speakers and studying at strong universities.

3 ❤️



Studying abroad has many wonderful effects such as improve your English language, learn new culture, and opportunity to see the world.

5 ❤️



The technology has made a positive impact in education, like enable online learning, facilitate study methods, and gain technology skills.

4 ❤️



Playing sports has many positive impacts such improve body and mental health, create new connections, and increase self confidence.

3 ❤️



Studying abroad has many pros and cons. such as learning new cultures, how to depend on yourself, and learning the native English accent

1 ❤️

Nearpod Quiz

Slide 3 / 13

Which of the following need to be true for a work to be copyrighted? (Select all that apply.)

- ☐ A. The work is original.
- ☐ B. The work has a fixed, tangible expression.
- ☐ C. The work has a copyright symbol/notice.
- ☐ D. The work has been registered with the U.S. Copyright Office.

Select one or more answers

Nearpod + Google

Teacher Action Research: Share... ☆ ☁

File Edit View Insert Format Data Tools Extensions Help

100% \$ % .0 .00 123 Questrial 10 B I S A ...

	A	B	C
1		What am I seeing thus far in my data? Just observations here, no interpretations or analysis!	What is this making me think/wonder?
2	Aaron Higgins	Lots of excitement around my engagement project. Slight average classwork grade increase since I started the study.	Does this student competition incentive actually have any bearing on classwork performance, or has it just been circumstantial?
3	Sam Terry	That all of my teacher interviewee's so far are experiencing high levels of burnout but feel that there are not asupport structures in place to help deal with it or prevent it.	How can this burnout be measured when it comes to classroom culture/environment. And what can we do about it when leadership has not been responsive to teachers needs?
4	Estefany Loaiza	Students who I have strong relationships with seem more eager for the activity/lesson being planned. Coteacher is also seeing growth and a difference in my strategic planning. [Use of more debates, socratic seminars, creative projects]	How can I prove to curriculum leaders that this way of learning is helping students learn when a lot of these activities are informal data.
5	Angeles Mendez	I have made slow progress with collecting data, however it's been difficult finding a way to keep track of students individually to assure they keeping up with their assignments. I am in the process of creating a tracker where both I and students have access to, too even if we do not get the chance to meet one on one, instead they would be able to see this tracker on their own.	I am wondering how students will react to this tracker/ one on one meetings and if it does meet the goal.

+ ☰ Data Analysis Final Presentation < >

Slide 14 / 16

Explore



Pitt-Bradford Campus Library



University of Pittsburgh
Main Campus



Pitt-Greensburg

Regional
Campus



Pitt-Johnstown

Regional
Campus



Pitt-Bradford

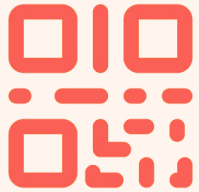
Regional
Campus



Pitt-Titusville

Regional
Campus

slido



Join at slido.com
#WOWPOLL

① Start presenting to display the joining instructions on this slide.

slido



Have you created an online escape room?

① Start presenting to display the poll results on this slide.

slido



**What tools have you used to
create an online escape
room?**

① Start presenting to display the poll results on this slide.

Pre-COVID-19

Beginning of
COVID-19

**End of
COVID-19**

Going Forward

Self Guided
Tour

**Canvas
Module**

Canvas Online
Escape Room

**Canvas
Hybrid
Escape Room**

"Library Tour Exercise"
-Marietta Frank, 2005

Canvas Escape Room
-Jessica Tamburro,, 2020

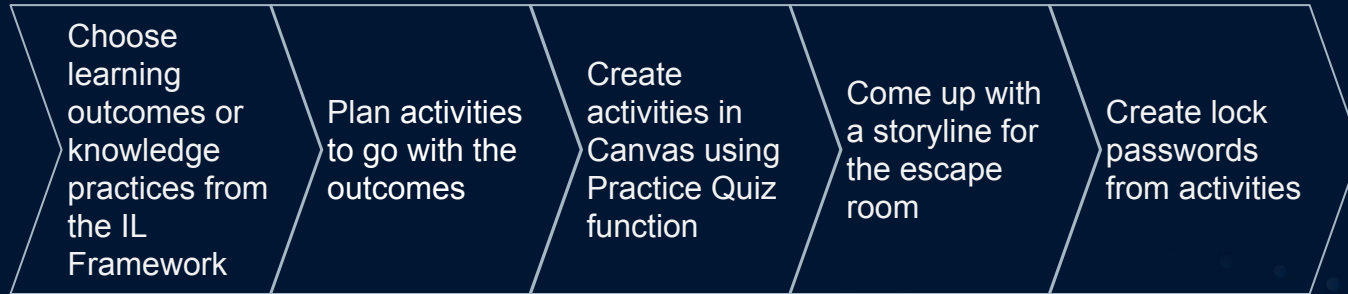


Gamification!

All the same concepts that were used in the IL Module were used to make the online escape room. The key was to make it into a game!

"Gamification of Life (Jul '11)" by VFS Digital Design is licensed under CC BY 2.0. To view a copy of this license, visit <https://creativecommons.org/licenses/by/2.0/?ref=openverse>.

How to Construct an Online Escape Room in Canvas



Planning Worksheet

Virtual Escape Room for ENG 0100				
Skill Set	How they will learn	Assessment	Into Story	Into Virtual Escape
Plagiarism	Review presented information and YouTube video.	Answer questions about plagiarism	Lock 3 Question 1-5	Passcode (Correct answers are passcode)
Locate scholarly article and look at a Works Cited and citation	Directed hands-on searching	Article found and located citation information on article	Lock 2 Question 2	Passcode (Formed password from answers)
Locate ebook and search through an ebook for information	Directed hands-on searching	Found Book in library catalog and found page with quote	Lock 2 Question 1	Passcode (Formed password from answers)
How to get books from other Pitt Libraries	YouTube Video	Answer question and pick correct library	Lock 6 Question 1-2	Passcode (Formed by pieces of first five locks)
Learn different terms for scholarly articles and Understand the basic Peer Review Process	YouTube Video	Answer questions about the peer review process	Lock 4 Question 1-2	Passcode (Formed by instructions)
How to find books within the LOC call number system and how to search for LOC subjects and subclasses	LOC Call Number Video, presented information, and Wikipedia search for LOC subjects and subclasses	Put 4 call numbers in order via a match function	Lock 5 Question 1	Passcode (Formed by instructions)
Find the hours for the Bradford Campus – Hanley Library	Explore Bradford Campus Library webpage	Found correct hours	Lock 1 Question 1	Passcode (Formed by instructions)
Reference Librarian for Bradford Campus Library	Explore Bradford Campus Library webpage	Found Reference Librarian	Lock 1 Question 2	Passcode (Formed by instructions)

The screenshot displays the Canvas LMS interface. On the left is a blue sidebar with navigation links: Home, Announcements, Discussions, Grades, Modules, Pages, Quizzes, LibGuides, Panopto Video, Zoom (LTI 1.3), Account, Courses, Calendar, Inbox, History, and Help. The main content area is titled "Demo Term" and shows a list of activities under the heading "Escape from the Library". The activities are: Scenario, Lock 1 Clues (0 pts), Lock 2 Clues (0 pts), Lock 3 Clues (0 pts), Lock 4 Clues (0 pts), Lock 5 Clues (0 pts), Lock 6 Clues (0 pts), Final Password (0 pts), and Congratulations!.

Demo Term	
▼ Escape from the Library	
	Scenario
	Lock 1 Clues 0 pts
	Lock 2 Clues 0 pts
	Lock 3 Clues 0 pts
	Lock 4 Clues 0 pts
	Lock 5 Clues 0 pts
	Lock 6 Clues 0 pts
	Final Password 0 pts
	Congratulations!

VIRTUAL LIBRARY ESCAPE ROOM IN CANVAS

- First page is scenario
- Each quiz is an activity
- Last page is the successful escape message.

How To Construct the Escape Room in Canvas

<https://community.canvaslms.com/t5/K12-Canvas-Users/Breakout-Digitally-Use-Canvas-Modules-to-Create-Fun-Lessons/ba-p/437372>

**Add
Module**



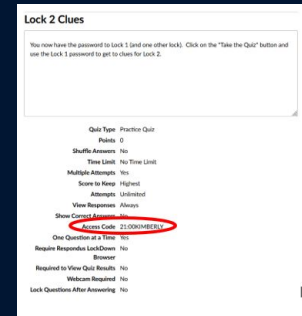
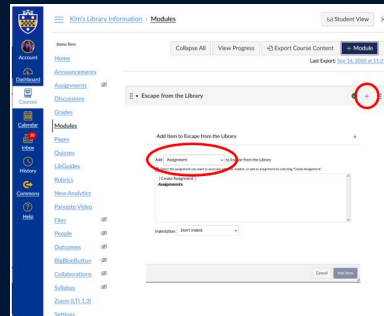
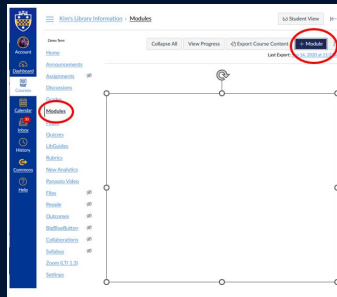
**Add
Scenario**



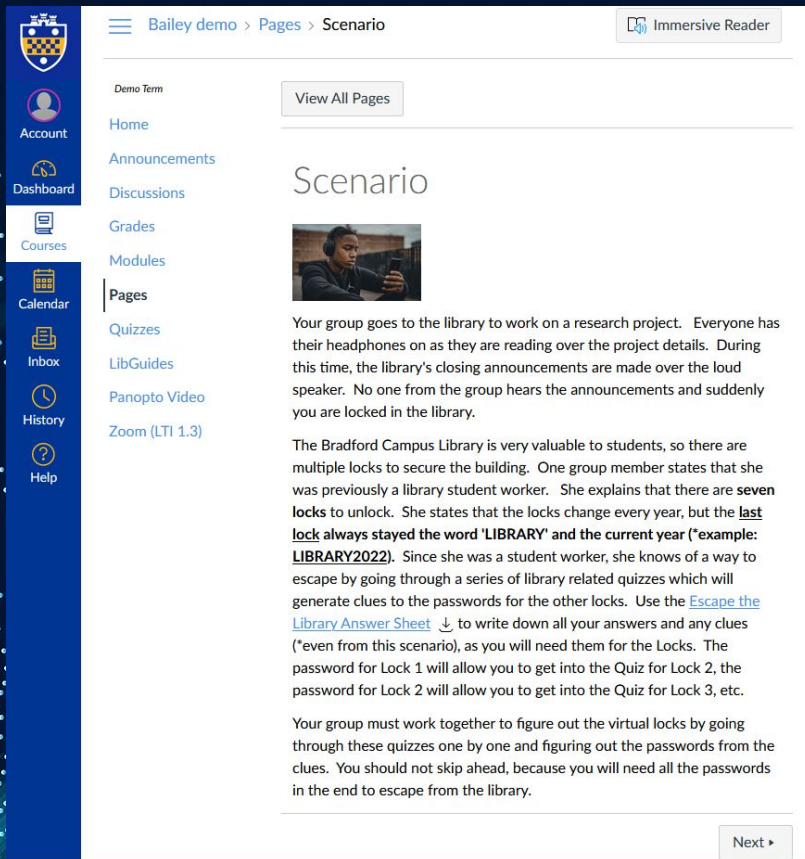
**Add
Practice
Quizzes**



**Add
Passcodes**



Scenario



The screenshot shows a Canvas LMS interface. On the left is a blue sidebar with navigation links: Account, Dashboard, Courses, Calendar, Inbox, History, and Help. The main content area has a breadcrumb trail: Bailey demo > Pages > Scenario. Below this is a 'Demo Term' section with a 'View All Pages' button. The page title is 'Scenario'. There is a small image of a person wearing headphones. The text describes a research project where students are locked in a library and must solve a series of quizzes to escape. It mentions 'seven locks' and provides a link to a 'Library Answer Sheet'. The text is formatted with bold, italic, and underlined words, and includes a download icon for the answer sheet. At the bottom right is a 'Next >' button.


Bailey demo > Pages > Scenario

Immersive Reader

Demo Term View All Pages

Scenario

Your group goes to the library to work on a research project. Everyone has their headphones on as they are reading over the project details. During this time, the library's closing announcements are made over the loud speaker. No one from the group hears the announcements and suddenly you are locked in the library.

The Bradford Campus Library is very valuable to students, so there are multiple locks to secure the building. One group member states that she was previously a library student worker. She explains that there are **seven locks** to unlock. She states that the locks change every year, but the last lock always stayed the word 'LIBRARY' and the current year (*example: **LIBRARY2022**). Since she was a student worker, she knows of a way to escape by going through a series of library related quizzes which will generate clues to the passwords for the other locks. Use the [Escape the Library Answer Sheet](#)  to write down all your answers and any clues (*even from this scenario), as you will need them for the Locks. The password for Lock 1 will allow you to get into the Quiz for Lock 2, the password for Lock 2 will allow you to get into the Quiz for Lock 3, etc.

Your group must work together to figure out the virtual locks by going through these quizzes one by one and figuring out the passwords from the clues. You should not skip ahead, because you will need all the passwords in the end to escape from the library.

Next >

**BE CREATIVE,
THE OPTIONS
ARE ENDLESS!**

Here is my scenario about a group of students who didn't hear the library closing message.

Example of First Lock after the Scenario.

Lock 1 Clues

Due	No due date	Points	0	Questions	2	Time Limit	None
Allowed Attempts	Unlimited						

Instructions

Click on the "Take the Quiz" button to get clues for Lock 1.

[Take the Quiz](#)

[◀ Previous](#) [Next ▶](#)

TIPS:

Remind them to:

- Take the quiz in each section and submit it.
- Have quiz answers correct before proceeding.

Clues for the next password depend on the correct answers!

Lock 1 Example (Quiz)

Lock 1 Clues

Started: Jul 20 at 5:39pm

Quiz Instructions

Click on the "Take the Quiz" button to get clues for Lock 1.



Question 1

0 pts

Go to the [Bradford Campus - Library homepage](#) . Search and find what time the library closes on Wednesdays.

Tip: Use the format 00:00pm

Next ►

Lock 1 Clues

Started: Jul 20 at 5:39pm

Quiz Instructions

Click on the "Take the Quiz" button to get clues for Lock 1.



Question 2

0 pts

Go to the [Bradford Campus - Library homepage](#) . Find the first name of the librarian with the title of Reference/Instruction Librarian.

◀ Previous

Next ▶

Quiz saved at 5:44pm

Submit Quiz

Question 1

0 / 0 pts

Go to the [Bradford Campus - Library homepage](#) .

Search and find what time the library closes on Wednesdays.

Tip: Use the format 00:00pm

09:00pm

Correct!

Question 2

0 / 0 pts

Go to the [Bradford Campus - Library homepage](#) .

Find the first name of the librarian with the title of Reference/Instruction Librarian.

Kimberly

Correct!

To unlock Lock 1, put the library closing time from Clue 1 in military time and add the librarian's name from Clue 2 together to create a password, use ALL CAPS in name (Example:13:00MARC).

Lock 1 Example of a Correct Quiz

TIP:
Remind them to retake the quiz until all answers are correct.

Incorrect

Question 1

0 / 0 pts

Go to the [Bradford Campus - Library homepage](#) .
Search and find what time the library closes on
Wednesdays.

Tip: Use the format 00:00pm

10:00pm

Be sure to use the exact format of 00:00pm.

Question 2

0 / 0 pts

Go to the [Bradford Campus - Library homepage](#) .
Find the first name of the librarian with the title of
Reference/Instruction Librarian.

Kimberly

Correct!

To unlock Lock 1, put the library closing time from Clue
1 in military time and add the librarian's name from
Clue 2 together to create a password, use ALL CAPS in
name (Example:13:00MARC).

Lock 1 Example of an Incorrect Quiz

TIPS:

- Set the quiz so they can see where they failed.
- Add a clue without revealing the answer.

Worksheet for Lock Clues

NAMES: _____

Escape From the Library - Answer Sheet

Lock 1 Clues

Question 1 _____

Question 2 _____

Lock 1 Password _____
(Example: 13:00MARC)

Lock 2 Clues

Question 1 _____

Question 2 _____

Lock 2 Password _____
(Example: 25HANOLD)

Lock 3 Clues

Question 1 _____

Question 2 _____

Question 3 _____

Question 4 _____

Question 5 _____

Lock 3 Password _____
(Use the letters from the answers above for the password - Example: ACTDE)

Lock 4 Clues

Question 1 _____

Question 2 _____

Lock 4 Password _____
(Example: CHECKAA)

Side 1

NAMES: _____

Lock 5 Clues

Question 1 A _____

Question 1 B _____

Question 1 C _____

Question 1 D _____

Lock 5 Password _____
(Use Letter D year and find subject of Subclass BC – Example: 2016FINANCE)

Lock 6 Clues

Question 1 _____

Question 2 _____

Lock 6 Password _____
(Combine the first two letters or numbers from all the previous passwords)

Space for notes or anything that you want to write down.

Side 2

IMPORTANT

- Make the final password a combination of the previous passwords to ensure students can't skip a section.
- Turn the module off after each class so students don't ruin it for other students.
- Collect answer sheets!

END PAGE WITH A FUN ESCAPE MESSAGE

Congratulations!

You escaped out of the library! I hope you learned a lot too!



(Photo of Adriana Herrera, the student worker who helped you escape the library)

You will receive credit from you instructor for completing this game.

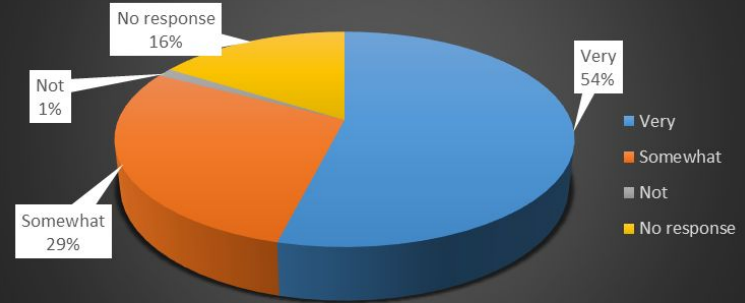
TIP:

- Use library swag as a prize for winner(s).
- Have some less valuable swag available for everyone.

How Could I Assess This?

- By who escapes, they found the right answers!
- On worksheets ask them to write 3 things they learned.
- Can view how many attempts.
- The excitement throughout. Many students left the room saying, "Wow! That was Awesome!"

How helpful was this exercise?
Fall 2017 - Spring 2020



attempt	2504440: Go to the Bradf 2504441: Go to the Brad 2504442: T n correct	n incorrect		
1	9:00pm	1	2	
2	9:00pm	Kimberly	3	0
1	9:00pm	Kimberly	2	1
1	9:00pm	Kimberly Bailey	2	1
2	09:00pm	Kimberly	3	0
1	22:00pm	Kimberly	2	1
1	9:00pm	Kimberly	3	0
3	09:00pm	Kimberly	3	0
2	5:00	Kimberly	2	1
1	21:00	Kimberly	2	1
attempt	2504434: Go to www.lib 2504435: Go to www.lib 2504436: T n correct	n incorrect		
1		1	2	
1	10 Adcock	3	0	
1	10 Adcock	3	0	
2	10 Adcock	3	0	
1	10 Adcock	2	1	
1	10 Adcock	3	0	
2	10 Adcock	3	0	
1	Reversibly	Adcock	2	1
attempt	2504422: Which of the fc 2504423: Which exampl 2504424: 2504425: 2504426: 2504427: T n correct	n incorrect		
1	E. All of the above are re D. You write a paper on	TRUE	C. The ph D. All of the above	6
1	E. All of the above are re B. You copied a chunk o	TRUE	C. The ph D. All of the above	5
2	E. All of the above are re D. You write a paper on	TRUE	C. The ph D. All of the above	6
1	E. All of the above are re D. You write a paper on	TRUE	C. The ph D. All of the above	5
1	E. All of the above are re B. You submitted a pag	TRUE	C. The ph D. All of the above	5
1	E. All of the above are re D. You write a paper on	TRUE	C. The ph D. All of the above	6
attempt	2504437: Research articl 2504438: Peer Review: 2504439: T n correct	n incorrect		
1	E. All of the above	D. A make the final decision on vl	3	0
1	E. All of the above	D. A make the final decision on vl	3	0

CHALLENGES



One time only

Students can't go back and review the material

Time

Fitting into 50 min. session vs. 75 min.

Course Access

Must gain access to courses to upload the module if not embedded

Protect

Have to keep answers and module protected

Tech Problems

Could leave you with no material

Canvas Access

Must obtain a demo account if you don't teach other courses

Google

Must make the question so students can't Google it

Module Upload

Be sure to upload all files that attached to the Escape Room



CONTACT ME FOR MORE INFORMATION

Kimberly Bailey (She/Her/Hers)
Reference/Instruction Librarian
hanold@pitt.edu
814-362-7621

<https://pitt.libguides.com/KimberlyBailey>

PADLET


padlet

Mou Chakraborty + 1 • 23h

Integrating Tech Tools in Library Instruction

Video Tools

Techsmith products



techsmith.com


Explore some powerful software on the TechSmith product page

👍 🗨️ ➡️

Add comment

Polling Tools

Mentimeter




mentimeter.com

Audience Engagement Platform - Features

👍 🗨️ ➡️

Add comment

Poll Everywhere




polleverywhere.com

Host interactive online meetings

👍 🗨️ ➡️

Add comment

Slido



slido.com


Your go-to interaction app for hybrid meetings

👍 🗨️ ➡️

Add comment

Infographics

Canva




canva.com

https://www.canva.com/infographics/

👍 🗨️ ➡️

Add comment

Piktochart




piktochart.com

Home - Piktochart

👍 🗨️ ➡️

Add comment

Infogram




infogram.com

👍 🗨️ ➡️

Add comment

Tutorials

H5P



h5p.org


H5P

Create Interactive Videos, Presentations, Games, Quizzes and more!

👍 🗨️ ➡️

Add comment

Pixton



pixton.com


Pixton Comic & Storyboard Builder for Education

👍 🗨️ ➡️

Add comment

Quizzes

Socrative



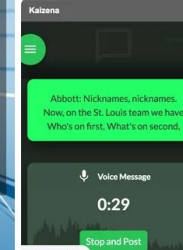
socrative.com

Home - Socrative

👍 🗨️ ➡️

Add comment

Kaizena



kaizena.com

Kaizena - Fast, Personal Feedback on Student Work


A new way to give feedback to students with voice messages.

👍 🗨️ ➡️

Add comment

Presentations

Amazon Chime



aws.amazon.com


Video Conferencing & Online Meetings - Amazon Chime

Includes Pro features free for 30 days and use as you go plans.

👍 🗨️ ➡️

Add comment

Glogster




edu.glogster.com

Glogster: Multimedia Posters | Online Educational Content

👍 🗨️ ➡️

Add comment

Genially



genially.com

👍 🗨️ ➡️

Add comment

THANKS!



Twitter Tags:
#WOWTools
#DLS2022

Padlet:
<https://cutt.ly/DLSTechTools>

CREDITS: This presentation template was created by Slidesgo, including icons by Flaticon, and infographics & images by Freepik.

Please keep this slide for attribution.