



Learning online

What we've learned about learning

Image: Wolfgang Sievers 1969

20 August 2016



STATE LIBRARY
VICTORIA
What's your story?

Why learn online

- Work at your own pace
- Learn when it suits you
- Focus on your passion project
- Feel part of a wider world
- Avoid class distractions
- More equality of communication
- Time to absorb material, reflect before communicating
- Experience resources, people from anywhere
- Technologies and approaches can help us learn
- We just expect to be able to!

Why teach online

- Reach learners wherever they are
- Flexible delivery modes
- Extend classroom experience, preparation and follow-up
- Provides instant participation data for evaluation
- Meet learner expectations
- Models digital citizenship
- Enhances digital literacy concepts and skills
- Online communities of practice for support

It gave me a framework. It showed me a landscape and it showed me where I could put myself in that landscape and it gave me a focus - this is where I am and this is where I, as a teacher in the library, this is what I could do.

- Course participant, AITSL study interview

Does it work?

- 90% reported the course changed their professional practice; 72% said it changed it somewhat or completely
- 73% reported a sense of substantial personal progression
- 93% would recommend the course to colleagues
- 90% reported a sense of having learned
- 86% of participants seek out online professional development as a result of their experience of our courses, with almost 70% looking for self-paced learning opportunities
- 98.5% of participants indicated they shared their professional learning with colleagues and school staff.

(Participant surveys: SLV Online PD 2012 and 2014)

Key findings and trends

Networks	The power of social media networks to transform learning
Shared language and confidence	Increased confidence and language to support engagement with peers and shared learning experiences
Working in teams	Learning enhanced by working with colleagues in school teams
PL as process not destination	Understanding that professional learning is a personal responsibility and ongoing and is in your control
Immediate application	Skills and tools need to be immediately applicable to work

What we've learned

Keep it personal

Building confidence in the local school community enables participants to reach out from a safe place.

Personal projects with tangible outcome for students and colleagues are most successful, and transformative

Build on existing skills as reference point

Starting with known skills helps participants understand and apply their learning in new contexts and ideas that they were uncomfortable with before

Choice and relevance

Projects work well and allow people to make choices about how they use web, building confidence and sense of agency.

Because of the Research Toolkit [we]decided we needed to get research skills into classes because the kids just had no idea. So then we devised a program that we put into classrooms, and collaborated with other teachers to be able to have time to teach the kids.

- Course participant, AITSL study interview

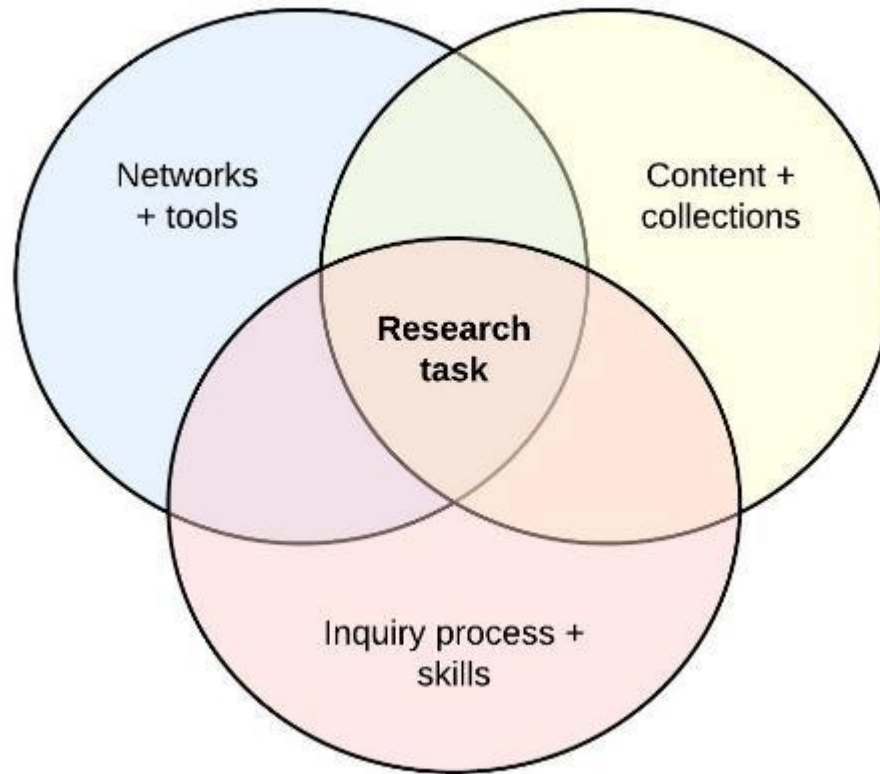
Our approach

- Content designed and developed collaboratively
- Evidence-based learning design approach and process
- Modelled on Connected Inquiry framework
- Understanding the learner narrative
- Applying web usability and design thinking
- Creating a context in which people can learn by doing
- Defines concepts as well as teaching skills and tools
- Applies concepts to real world scenarios
- We model the use of free or simple tools and platforms
- We connect people to communities of practice or create conversation within the learning experience.

Connected Inquiry

- Based on Connected Learning (Ito *et al*) and other recent evidence-based findings
- Project-based learning proven to be effective
- Provides for immediate application of learning
- Allows people to follow their passion
- Always starts with the learners' needs
- Adds concepts of social/networked learning and digital fluency
- Enables higher levels of information literacy and access to web content and global collections
- High quality content is critical.

Connected inquiry



Make the web work for you – a project based course for beginners (2015)

Make the web work for you

[Home](#)[Webinars](#)[Your blogs](#)Howdy, langelon | [Logout](#)

How this course works

March 24, 2015 · [langelon](#)

Make the web work for you is an online course so:

- all your reading, assignments, results and discussions are right here on this site
- we'll have weekly webinars (using Blackboard Collaborate).

This is how it works.

Each week we'll release a new module of materials and activities.

Using the **Progress** menu on the right hand side, you can work through modules at your own pace at the times of day and week that suit you.

As a guide, a module should take around 2-5 hours to complete depending on the content and what you know already – some modules will be simpler than others.

As well as the course materials, we'll post articles, tips and useful information to the course home page, so remember to check for new posts each time you log in.

Progress

Module	Getting started	–
1		
Unit 1	How this course works	
Unit 2	One account, many features	
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Unit 5	Start your blog	
Unit 6	Your project	
Module	Don't search, find	–
2		
Unit 1	How information works	
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Unit 4	Alternative search engines	
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Unit 7	Finding primary sources	
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3		
Unit 1	Who to trust	
Unit 2	Wikipedia	
Unit 3	Networks as filters	
Unit 4	Forums and asking questions	
Unit 5	Move from literacy to fluency	
Module	Managing information	

Our design process

- Who are our learners?
- What do they need? How do they learn?
- What do they already know?
- What's their intrinsic motivation?
- How do we get them from start to finish?
- What support do they need? How should it feel?
- What can we do better than anyone else?
- Is anyone else offering it?
- Who needs to be in the room to solve this?
- How do we collaborate?
- Who does what?
- Then kick off standard project planning processes.

Ted

- 75
- Retired plumber, healthy and active
- Wife, Lois, and three adult children, grandkids
- Likes to solve problems himself, doesn't like asking advice or losing face from not knowing about something
- Likes fixing things, machinery
- Volunteers at the local Men's shed, heard about SLV and the program through a word-of-mouth referral from a mate
- Self-reliant
- Uses PC for basic email with family, uses the web to find out contact details for suppliers, locating parts at shops, often finds contact details online then calls on the phone, Googles basic info
- Has a smartphone but no apps, texts occasionally, doesn't understand what apps are, would be hooked if he was shown how it worked (just another toolbox)



The participants' experience: public courses

- Learning to learn online
- Materials: plain English text supported by videos
- Learn by doing: practice by following the steps and make a discovery
- Learn concepts, skills, tools, behaviours, capabilities
- Enhanced confidence
- Practical application of capabilities and tools
- Case studies and real world examples
- Some are drop in/drop out – no assessments, no live support
- Others are supported courses (eg family history)
- Get help from a librarian.

Get online: an introduction to the internet

This course is designed to help you understand basic ideas and tools so you can use the Internet with confidence.

+ 1. What is the internet?

So what is the internet anyway? In this module, we'll talk about:

- [What is the internet?](#)
- [What is a browser?](#)
- [What is a search engine?](#)



Pages: 3

Progress: 0 / 3

+ 2. How do I search for information?

Almost all the information you will ever need is on the internet.

So how do you find it? In this module, we'll talk about:

- [How do I start searching?](#)
- [What do search results mean?](#)



Navigation



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How do I save links on my computer?

When you're using a computer at home, you may want to save a few links to websites you use all the time on your desktop.

Your desktop is the first screen you see when your computer starts up. It usually has an image for the background and little icons for files and programs.

To save a link to your desktop, make sure you have your browser open, double click on the weblink so it is highlighted, then drag it to your desktop.

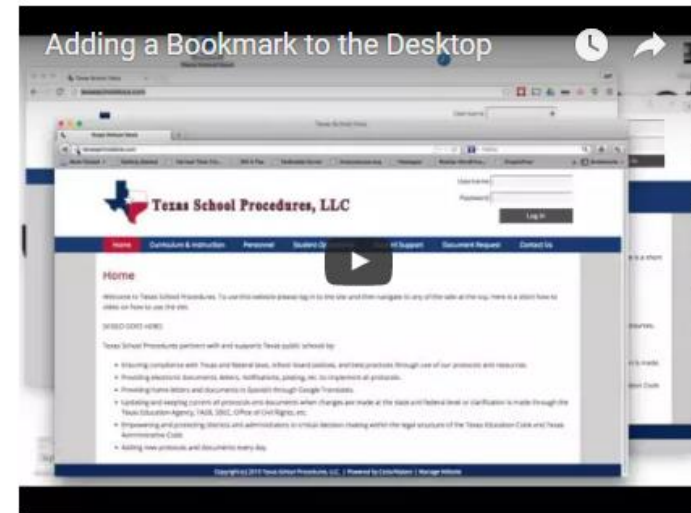
Watch the video to see how it works.

Things to remember

- You can save links to websites you use all the time on your desktop
- Your desktop is the first screen you see when your computer turns on
- You create bookmarks on your desktop by dragging and dropping links from the web address bar

Now let's look at how to add bookmarks to your iPad.

Next



Branching Out: online learning in family history (2013)

Branching Out

Week 1: Basic research steps

If you're new to genealogy and still in the early stages of your research, there are a number of well established research strategies that are worth following.

Here are six basic research steps that are easy to remember and will help keep you on track:

1. Always start with yourself

Always start with yourself and work backwards systematically one generation at a time to your parents, grandparents and so on. Write down everything you already know, such as details of marriages, births, deaths, occupations etc.

Keep in mind that when you're doing your genealogical and family history research that you are finding information on a person, performing a particular activity in a specific place and time. This is a very useful way of thinking and will help you to research efficiently.

2. What do you already know?


Gather documents already in your possession such as birth, death and marriage certificates, family Bibles, military records, wills, photographs, diaries and letters.

Official birth, death and marriage certificates are vital documents. They show relationships between family members and are essential for building your genealogy. From your birth certificate you may learn your parents' marriage and birth details. Your parents' marriage and birth certificates may give you information about your grandparents' marriage and births. Each certificate may contain some piece of information that can help you find out even more about your family.

Wills include the names and relationships of beneficiaries, names of witnesses and details of finances, land and possessions. Letters, journals and diaries provide amazing details on an individual's life, and photographs are wonderful time capsules that help put a face to a name and place a person in a social, historical and geographical context.

Watch the video below as Carmen Quick explains the value of exploring documents that you might already have in your possession.

Family History: What do you already know?



Search blog

Useful links

- Australian War Memorial
- Family Matters
- Museum Victoria family history resources
- National Archives of Australia
- Public Record Office Victoria
- SLV family history guides
- State Library of Victoria
- Trove

Pages

- Course materials
 - Week 1: Get started
 - Week 1: Basic research steps
 - Week 1: Charts and timelines
 - Week 1: Thinking about your family
 - Week 2: Family history records
 - Week 2: Births, deaths & marriages
 - Week 2: Our national archives
 - Week 2: State and local records
 - Week 2: Find family history on facebook
 - Week 3: Library collections for genealogy
 - Week 3: How to find library resources
 - Week 3: Discover new treasures – use databases
 - Week 4: Using library collections
 - Week 4: Our national collection
 - Week 4: Using newspapers, pictures and manuscripts
 - Week 4: Using Victorian maps and Australia
 - Week 4: Public library collections
 - Week 4: Case study of Susannah Nicholls (1879 – 1929)
 - Week 5: Online tools for genealogists
 - Week 5: Facebook and Twitter
 - Week 5: Blogs, privacy and copyright
 - Week 5: Storing notes and bookmarks
 - Week 5: Timeline tools
 - Week 6: Where next?
 - Week 6: Go local
 - Week 6: The historical context
 - Week 6: Research guides and other collections
 - Week 6: Educate yourself
 - Week 6: Assignments

The participants' experience: professional development

- Learning to learn online
- Scaffolding: active support and coaching by peers
- Learn by doing: focus on a project or topic you care about
- Learn from mentors who model the approach, principles, skills, tools, behaviours, capabilities
- Materials: text, multimedia, activities
- Assessments and tasks to reinforce learning, provide a sense of progress
- Discussion in context, and on social media if relevant
- Practical application of capabilities and tools
- Case studies and real world examples
- Regular webinars.

Branching Out: online learning in family history (2016)

STATE LIBRARY VICTORIA
 What's your story?

Online learning

Kelly Gardiner (SLV)

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Branching Out: an introduction to family history

Find out about the techniques and resources at the heart of family history research.

Welcome

The diagram is a complex hand-drawn family tree. It features several branches with names such as "GLENDALE EDGAR HILL LUTHERLAND", "JOHN McMICHAEL - ? GUNN", "JAMES McMICHAEL - JAMESON MACCORMACK WOODWARD", "BENJAMIN", "CHARLES", "ANDREW FRANK", "JAMES FRANK", "A. THOMAS", "LAWSON", "DONALD". Dates like "1871", "1872", "1873", "1874", "1875", "1876", "1877", "1878", "1879", "1880", "1881", "1882", "1883", "1884", "1885", "1886", "1887", "1888", "1889", "1890", "1891", "1892", "1893", "1894", "1895", "1896", "1897", "1898", "1899", "1900", "1901", "1902", "1903", "1904", "1905", "1906", "1907", "1908", "1909", "1910", "1911", "1912", "1913", "1914", "1915", "1916", "1917", "1918", "1919", "1920", "1921", "1922", "1923", "1924", "1925", "1926", "1927", "1928", "1929", "1930", "1931", "1932", "1933", "1934", "1935", "1936", "1937", "1938", "1939", "1940", "1941", "1942", "1943", "1944", "1945", "1946", "1947", "1948", "1949", "1950", "1951", "1952", "1953", "1954", "1955", "1956", "1957", "1958", "1959", "1960", "1961", "1962", "1963", "1964", "1965", "1966", "1967", "1968", "1969", "1970", "1971", "1972", "1973", "1974", "1975", "1976", "1977", "1978", "1979", "1980", "1981", "1982", "1983", "1984", "1985", "1986", "1987", "1988", "1989", "1990", "1991", "1992", "1993", "1994", "1995", "1996", "1997", "1998", "1999", "2000", "2001", "2002", "2003", "2004", "2005", "2006", "2007", "2008", "2009", "2010", "2011", "2012", "2013", "2014", "2015", "2016", "2017", "2018", "2019", "2020", "2021", "2022", "2023", "2024", "2025", "2026", "2027", "2028", "2029", "2030", "2031", "2032", "2033", "2034", "2035", "2036", "2037", "2038", "2039", "2040", "2041", "2042", "2043", "2044", "2045", "2046", "2047", "2048", "2049", "2050", "2051", "2052", "2053", "2054", "2055", "2056", "2057", "2058", "2059", "2060", "2061", "2062", "2063", "2064", "2065", "2066", "2067", "2068", "2069", "2070", "2071", "2072", "2073", "2074", "2075", "2076", "2077", "2078", "2079", "2080", "2081", "2082", "2083", "2084", "2085", "2086", "2087", "2088", "2089", "2090", "2091", "2092", "2093", "2094", "2095", "2096", "2097", "2098", "2099", "2100", "2101", "2102", "2103", "2104", "2105", "2106", "2107", "2108", "2109", "2110", "2111", "2112", "2113", "2114", "2115", "2116", "2117", "2118", "2119", "2120", "2121", "2122", "2123", "2124", "2125", "2126", "2127", "2128", "2129", "2130", "2131", "2132", "2133", "2134", "2135", "2136", "2137", "2138", "2139", "2140", "2141", "2142", "2143", "2144", "2145", "2146", "2147", "2148", "2149", "2150", "2151", "2152", "2153", "2154", "2155", "2156", "2157", "2158", "2159", "2160", "2161", "2162", "2163", "2164", "2165", "2166", "2167", "2168", "2169", "2170", "2171", "2172", "2173", "2174", "2175", "2176", "2177", "2178", "2179", "2180", "2181", "2182", "2183", "2184", "2185", "2186", "2187", "2188", "2189", "2190", "2191", "2192", "2193", "2194", "2195", "2196", "2197", "2198", "2199", "2200", "2201", "2202", "2203", "2204", "2205", "2206", "2207", "2208", "2209", "2210", "2211", "2212", "2213", "2214", "2215", "2216", "2217", "2218", "2219", "2220", "2221", "2222", "2223", "2224", "2225", "2226", "2227", "2228", "2229", "2230", "2231", "2232", "2233", "2234", "2235", "2236", "2237", "2238", "2239", "2240", "2241", "2242", "2243", "2244", "2245", "2246", "2247", "2248", "2249", "2250", "2251", "2252", "2253", "2254", "2255", "2256", "2257", "2258", "2259", "2260", "2261", "2262", "2263", "2264", "2265", "2266", "2267", "2268", "2269", "2270", "2271", "2272", "2273", "2274", "2275", "2276", "2277", "2278", "2279", "2280", "2281", "2282", "2283", "2284", "2285", "2286", "2287", "2288", "2289", "2290", "2291", "2292", "2293", "2294", "2295", "2296", "2297", "2298", "2299", "2300", "2301", "2302", "2303", "2304", "2305", "2306", "2307", "2308", "2309", "2310", "2311", "2312", "2313", "2314", "2315", "2316", "2317", "2318", "2319", "2320", "2321", "2322", "2323", "2324", "2325", "2326", "2327", "2328", "2329", "2330", "2331", "2332", "2333", "2334", "2335", "2336", "2337", "2338", "2339", "2340", "2341", "2342", "2343", "2344", "2345", "2346", "2347", "2348", "2349", "2350", "2351", "2352", "2353", "2354", "2355", "2356", "2357", "2358", "2359", "2360", "2361", "2362", "2363", "2364", "2365", "2366", "2367", "2368", "2369", "2370", "2371", "2372", "2373", "2374", "2375", "2376", "2377", "2378", "2379", "2380", "2381", "2382", "2383", "2384", "2385", "2386", "2387", "2388", "2389", "2390", "2391", "2392", "2393", "2394", "2395", "2396", "2397", "2398", "2399", "2400", "2401", "2402", "2403", "2404", "2405", "2406", "2407", "2408", "2409", "2410", "2411", "2412", "2413", "2414", "2415", "2416", "2417", "2418", "2419", "2420", "2421", "2422", "2423", "2424", "2425", "2426", "2427", "2428", "2429", "2430", "2431", "2432", "2433", "2434", "2435", "2436", "2437", "2438", "2439",

Branching Out: online learning in family history (2016)

3.7 Discussion: Heritage resources

This week we'd like you to explore the library collections discussed in this week's module and share resources you find relating to your chosen local person.

Click on **Add a new discussion topic** at the bottom of this page, and respond to the questions below:

Using Trove and the [State Library Victoria catalogue](#), we'd like you to try to find **at least one** of the following resources about your local person:

- a newspaper article
- a picture
- a map.

If you don't find anything, write down:

- why you think you had trouble
- where you could look next.

For help with forums, go to our [How forums work](#) page.

Next

In this week's tips for the reference desk, we talk about strategies to help you with catalogues and sites like Trove.



Image credit: Children playing in the local swimming hole, Cressy, Pictures Collection, State Library Victoria

Shift Alt Story: digital storytelling (2014)



Linda Angeloni
Host

4.4 Case study: Penni Russon on Storybird

It's not just traditional publishers who are rethinking their relationship with readers and authors. Online publisher Storybird (more about Storybird in 4.5 Publishing tools) has approached established authors to write for their platform. This is an exciting development for young people writing for the site as their work appears alongside... [Continue Reading](#)



4 Publishing stories | Sep 19, 2014

9 Cheers 13 Comments



Karen Malbon

The photographic poem essay was wonderful.

Shift Alt Story: digital storytelling (2016)

1.4 Case study: The Lizzie Bennet Diaries

Pride and Prejudice is a story universally acknowledged; one that people are familiar with even if they haven't read Austen's source material. The very human nature of her characters, the class divide, and the dynamics of family and romance have kept this story alive.

While there are many adaptations of *Pride and Prejudice* available, from the classic TV series to many movie versions, we want to focus on *The Lizzie Bennet Diaries*. This web series was co-created by Hank Green (brother of that John Green) and Bernie Su, and launched on Youtube in early 2012.

The Lizzie Bennet Diaries (LBD) lovingly referenced the classic text, as reflected in current society and social media, and created a staggeringly engaged community around the series. In a perfect example of highly successful multi-platform storytelling at work, Su and Green followed the traditional narrative arc but tweaked the characters and motivations to infuse the story with our technological savvy 21st century world.

How does it work? Each episode of *The Lizzie Bennet Diaries* ran for approximately four minutes, scheduled for release twice a week. LBD recreated the twenty year-old Elizabeth Bennet from the 1813 novel into a present-day twenty-four year-old graduate student in Communications. Lizzie and her best friend, Charlotte, conceive the video series as their response to a class project.

Many traditionalists bucked at the notion of this adaptation, but the transition was seamless. Bingley becomes Bing Lee, injecting diversity into the cast along with his sister, Caroline. Charlotte Lucas is reimagined as Charlotte Lu, grad student and Girl Friday. The Bennet parents never appear on screen - their presence is felt second-hand via story elements retold as costume theatre. This serves two functions; limiting the number of cast members, and nodding to the audience that their protagonist's perspective might not be completely correct.



Aims: Jump Start

- Generate a sustainable culture of learning to learn in public libraries
- Increase staff levels of capability and confidence in discussing and using digital technology with patrons and colleagues
- Encourage a network of skilled and enthusiastic digital literacy champions in public library services
- Respond specifically to the digital literacy needs outlined in the Public Libraries Victoria Network Skills Audit and Workforce Action Plan.

Jump Start (2015-16)

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Welcome



Welcome to Jump Start!

This is a hands-on course designed to help you thrive as information professionals in the new digital world. Over the next six weeks we will guide you through a range of activities, including:

- reading posts, articles and other materials
- asking questions and sharing your thoughts in discussion forums
- exploring key course concepts through a topic that interests you.

Along the way, you will regularly visit the following areas of the site to get help and access your project groups:

- [Help](#)
- [Ask a question](#)
- [Project groups](#)

And remember, this is a supported online course, so don't hesitate to get in touch if you have any questions or need help with you.

So, let's get started!

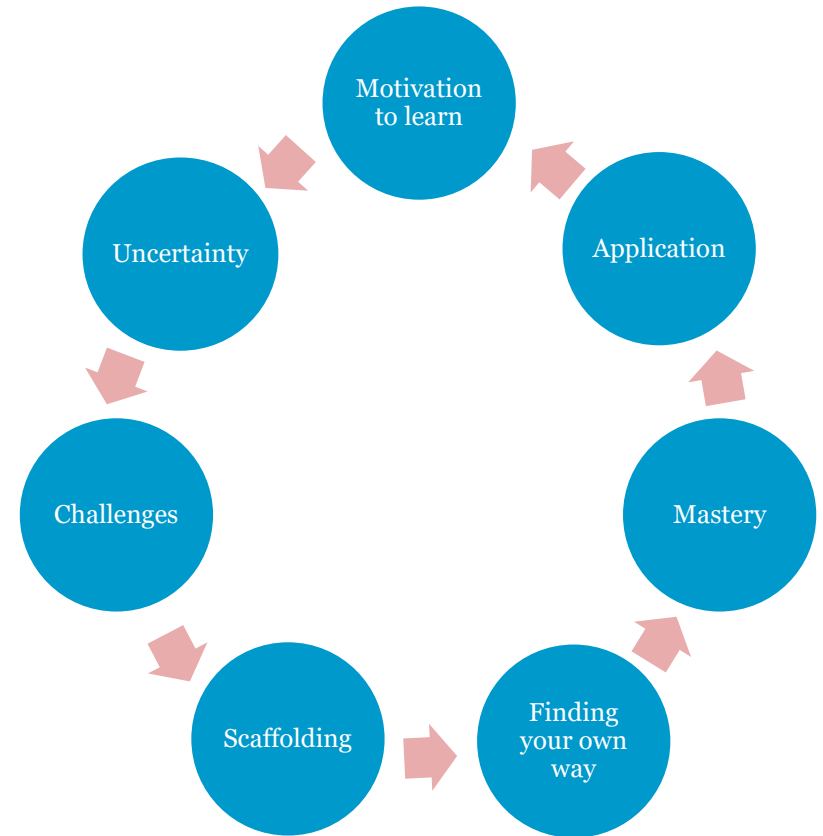
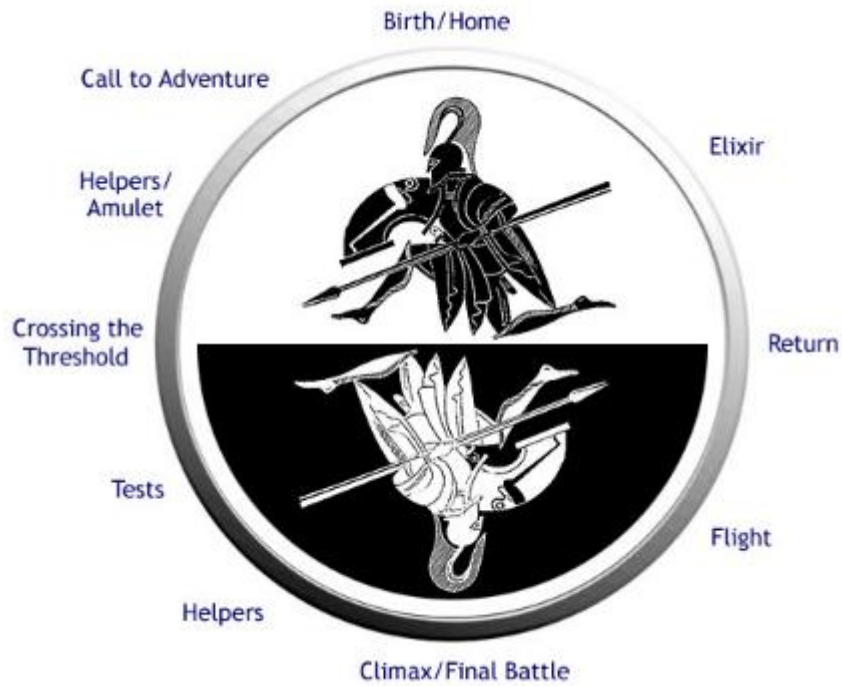
The Quest



Joseph Campbell, *The Hero with A Thousand Faces*,
Palladin, London, 1988 (first published 1949).

Aligned learning processes: how does it feel for the learner?

- Uncertainty
- Seeking guidance or information
- Being tested or challenged
- Finding your own way to understanding
- Feeling overwhelmed
- Gaining knowledge
- Sensing mastery
- Application for the greater good.



Tools & techniques of narrative

- **Mystery** (curiosity)
Don't tell them everything. They need to discover it.
- **Action**
Get them straight into it - moving, doing things.
- **Challenge**
Start with something hard that requires deep thinking.
- **Risk**
How can you create a situation in which they may lose something?
- **Uncertainty of outcome**
Can you create suspense? Unpredictability?
- **Opportunity for mastery**
Can they demonstrate their growing mastery in difficult scenarios?
- **Visible signs of progress**
What rewards can you offer? How will they tell they are progressing?
- **Emotional content**
Use the tools of narrative to engage the emotions - risk and achievement.

Brainstorm

Write down:

- What is the one thing the learner needs to learn? (What is the mystery?)
- What is the one thing you want to achieve? (What is the outcome?)
- Four things you must get right - things the learner must experience or learn.

Your learner's journey/s

- What is it about?
- Who is your protagonist? Is there more than one?
- Where is it set?
- How can you start the action quickly?
- What are the challenges or obstacles?
- What real life scenarios would make them feel as if something was at risk?
- In what ways will they feel a sense of agency?
- What decisions do they have to make? What problems do they solve?
- What happens if they get it wrong?
- What information or guidance do they need at each point?
- Who will they meet on the way?
- Is there an opportunity to work together with others?
- Or compete against others?
- Or create something? Tell their own story?
- How will their increasing mastery be rewarded?
- Is there more than one possible path to mastery?

Next steps

- Figure out (roughly) what you want to say at each key *plot* point - what do they need to know, what instructions will help them proceed?
- Draft a skeleton script that follows the map you have created.
- It won't be perfect. That's OK.
- What is the best way of telling your story at that moment? What content do you need to create? A case study? A video? A new scenario? A challenge? (How will they learn best at that moment?)

Storyboarding

- Sketch out the action at each key point - divide your script into scenes (or shots)
- Draw what the learners will see at this moment.
- You can use paper or Powerpoint/Keynote slides - one sheet or slide for each shot. Or a tool like Storyboard That.

Truly it transformed me or maybe it turned me inside out [...] it allowed me to develop professionally with like-minded people. It allowed me to share with those people and beyond.

- Course participant, AITSL study interview

Questions?

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