

***Untapping the Synergy between  
Libraries and eLearning***  
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# Three user stories from 2025

1. An **instructor** is teaching her first course in 2025. She remembers this was a difficult course when she was a student, and she wants to know what challenges her students might face while learning the material.
2. A **student** reviews an exam from 2020 while preparing for his exam in 2025. He can think of one way to approach Question 3, but he suspects there is a better approach.
3. A **placement officer** is trying to understand why students from her college are not getting placed in certain companies, unlike students from competitor colleges. She knows the type of questions being asked in the interviews, and she wonders whether the students are being given assessments of a similar nature in their courses.

# Why not from 2019?

1. An **instructor** is teaching her first course in 2019. She remembers this was a difficult course when she was a student, and she cannot know what challenges her students face in passing the University-set final.
2. A **student** reviews an exam from 2019. There is only one “correct” answer. The professor has just sent him a link to it and other “likely” questions & answers.
  - Affiliated college
  - Limited insight into question-wise performance
  - Very little incentive for creative pedagogy
3. A **placement officer** is trying to understand why students from her college are not getting placed in certain companies, unlike students from competitor colleges. She has no mechanism to examine course assessments.

# The librarian (you) in 2025

- You recognize that there is a vast amount of (meta)data associated with everyday teaching-learning activities.
  - Thanks to wide adoption of eLearning, much of this data is electronic, and you have **self-attained** proficiency in using tools to extract this data and using it for cataloguing e-resources for multiple user needs.
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- *Note:* For the three exam-based user stories, I will assume that your institution will be autonomous by 2025. Even if it isn't, the above “vision” should still be worth pursuing.

# The **instructor** in 2025

- In 2025, you help onboard all new faculty.
- You inform the new **instructor** about:
  - Useful e-resources, created by instructors who taught earlier (tailored to the needs of local students, including multi-lingual e-resources)
  - Incentives for instructors to add to these e-resources
  - Using the eLearning platform and being familiar with the data it captures
  - Exploring data from past instances of the course and (with your help if necessary) answering her immediate question: *What challenges might her students face while learning the material?*
  - Your regular meetings with faculty to discuss advances in eLearning

# The **student** in 2025

- In 2025, you conduct orientation sessions for new students.
- You inform new students about:
  - The eLearning platform to access (certain) e-resources
  - Issues related to student-specific data that will be gathered (student rights, mechanisms for safeguarding privacy, options for opting in/out, etc.)
  - Mechanisms for requesting data that is not accessible by default
- For the **student**'s current request (*What other approaches did students try for this question?*), you follow protocols to decide whether this exceptional student request can be granted.
  - *Example:* You provide the raw answers to the instructor and let her decide how to share them (perhaps with all students).

# The **placement officer** in 2025

- In 2025, you know that all course assessment items are mapped to the cognitive levels of the *Revised Bloom's Taxonomy* (regulatory guideline).
- For the domain of interest to the **placement officer**, you know that this mapping can be tricky and you know which **instructor** from this domain can help map the interview questions accurately for comparison with course assessment items.
- You are aware of protocols surrounding how much detail can be revealed to the **placement officer** to answer her question: *Are our students being assessed at the same level as these interview questions?*

# Summary

- As eLearning grows, the value of your **core skills as librarians** is going to increase dramatically.
- You do need to get skilled in using tools for extracting and analyzing (meta)data associated with eLearning activities. (*Step 1: Yesterday*)
- You do need to understand regulations (accreditation, privacy laws, ...).
- You don't need to get skilled in developing content.
- You don't need to wait for autonomy to get started.