



E-Learning and Information Literacy

Presented By: Dr. K. Rama Patnaik

Classical Instruction models

ISP Model

Information search process is a six stage model of users holistic experience in the process of information seeking based on a two decades of empirical research which identified three realms of experience through the six stages : affective(feelings), Cognitive (thoughts) and Physical (actions) by Carol Kuhlthau (2007)

Cognitive Load Theory

Information processing theory that focusses on the relationship between the working and long-term memory in a meaningful learning. The working memory is a mental construct that temporarily manages limited amounts of raw information. Cognitive load theory was devel. Sweller argued that [instructional design](#) can be used to reduce cognitive load in learners in the late 1980s out of a study of [problem solving](#) by [John Sweller](#)

ADDIE Model

Analysis, design, development and implementation and evaluation: stages in the literacy programme. This is developed by the centre for educational technology at Florida state university in the mid 1970s

Classical Instruction models

Criterion reference instruction mapper 1975:

Focuses on the first created explicit performance objectives matched with assessment tools after which the course inclusion content is then created.

Gagne's Model

Robert Gagne and his colleague advocated for a systems approach to instructional designed in which development takes place in a structured environment and all component of instruction can be analyzed and designed to operated together. It comprised of three major components learning outcomes, conditions for learning and nine events of instruction.

Guided inquiry model

Guided Inquiry Design (GID) is a framework for designing inquiry learning experienced in eight phases: Open, Immerse, Explore, Identify, Gather, Create, Share, and Evaluate is based on ISP MODEL

Check list for educational evaluation of LibGuides

| Criteria | Definition | Characteristics |
|----------------------------------|---|---|
| information literacy | provides evidence that the user is guided effectively finding , using , evaluation of information | user can readily identify and understand the meaning of copyright content |
| | | framework for analysis is provided |
| | | concepts are defined |
| scaffolding | information is presented in a logical, connected sequence to support all learners | situation scenarios and quiz provided |
| Further assistance and follow up | Links to connect to the staff for further assistance | Ask us we forms and feedback is provided |
| Assesment | the guide uses web forms , feedback forms | usage of the guide, feedback tools , quizzes |

Resource Guides at IIMB

How Do I

| | | |
|----------------------------------|---------------------------------|-------------------------------|
| Search Book | Renew Book | Reserve Book |
| eBook Guide | One time registration Databases | Discover AV Resources |
| Company Profiles & Research | Extraction of Time Series Data | (c) for Classroom Instruction |
| Current Content | E-Reference Sources | Frequently Asked Questions |
| Getting Started with Lib Service | Using (c) and Licensed Content | Quick Links to Lib eResources |

- Some Examples:
- [Annual Report](#)
- [Company Research & Profile](#)
- [Extraction of Time Series Data](#)
- [Resources on Health Care](#)

CMS: Teaching Tool (LibGuides)

| Theory | Definition | LibGuide Page Example |
|-----------------------|---|--|
| Metacognition | “Thinking about thinking.” The collection of activities and skills demonstrated by the learner as they plan, monitor, evaluate and repair their own performance on a task | Model appropriate steps to help students plan a successful route to task completion, and provide a link to help (reference desk, embedded librarian, chat reference), so students can get feedback to correct performance if their attempt is unsuccessful |
| Chunking | Dividing explanations of a process or concept into smaller units in order to facilitate understanding | Create small content boxes, resize columns to create visual support for the chunked units, use colour to emphasize important points or steps |
| Cognitive load | The theoretical construct that describes information processing in long-term and short-term memory, and how limitations of short-term (or working) memory can impede learning | Use chunking to present similar information and processes, use consistent language, minimize extraneous text and resources |
| Scaffolding | Providing all resources and guidance by an expert to the novice learner to support discovery of new concepts and knowledge | Develop specific resources and demonstration videos that are strategically aligned to the learning out-comes of the corresponding assignment, and place them within the appropriate context in the guide |
| Working memory | What a person is able to keep in the forefront of their mind while they are doing tasks such as reading, or learning. It is limited in capacity and duration | Keep content and directions simple, clear, and specific, and implement chunking in design. |

Cognitive Load theory :LibGuides

Tie guides to the course level whenever possible rather than to the broad subject area

Used terminology that is clear and consistent across the library website and provide a guide for basic library and research terms.

Provide Links to a set of core journal titles or to a relevant subject listing.

Include video clips or visible components to provide student with in other source of learning skills.

Provide clear description of each research guide's purpose for each resource listed in the guide.

Use Conversational, not formal, style in the guides: Use "I" and "You" as opposed to the third person

Keep text to minimum: Break-up text by using lists or boxes or add images to prompt users' memory as they develop a schema for research and their topic.

Increase inter-activity using polls, feedback forms or tutorials.

Add a human element by including librarian contact information, pictures or live chat.

Assist student in developing self-regulated learning strategies by breaking down the research process in to smaller parts.

Mckenzie's eight Characteristics of successful scaffolding (McKenzie, 1999)

| | |
|---|---|
| Scaffolding provides clear directions | Explanations are free of acronyms and library lingo, and our written in student-centred language |
| Scaffolding clarify purpose | Guides strategically aligned to assignment or text book. Directions and explanations refer back to those documents and assignment outcomes. |
| Scaffolding keeps student on task | No " nice to know" content-each section sequentially models are provides access to resources aligned with the learning outcome for the assignment or course. |
| Scaffolding offers assessment to clarify expectations | Provide rubrics, outcome majors, or assignment requirements so students understand how guides relates to the supporting successful completion of the assignment. |
| Scaffolding points students to worthy sources | Resources linked are a few selected best. Students will focus on interpretation of information located, not on deciding where to search. We commit to checking links and comparing the LibGuides to the assignment regularly, to assure proper functioning and alignment |
| Scaffolding delivers efficiency | LibGuide will be aligned with course or assignment goals, incorporate language of assignment and/or course text-book meld seamlessly in to the course assignment. |
| Scaffolding creates momentum | LibGuide will model appropriate steps and help students plan a route to successfully complete their assignment. |

McKenzie's, Jamie (1999), "Scaffolding for success" from now on: the Education Technology Journal, 9 (4)
<http://fno.org/dec/1999/scaffold.html>

Web Tutorial on Copyright Literacy

Library / LibGuides / Resources / Copyright Compliance for Classroom Instruction / Copyright Compliance for Classroom Instruction

Copyright Compliance for Classroom Instruction : Copyright Compliance for Classroom Instruction

Copyright Compliance for Classroom Instruction

HBS Materials

HBR Audio Visual Materials

Journal Article

E Book

Books

Music & Audio

Streaming videos from online streaming services.

Obtaining Permissions

Library Resource link for Moodle

Situation Scenarios

Home

Subject Guide



Librarian

Email Me

Contact:

080 2699 3113

Related Guides

- Using Copyright and Licensed Content
by Rajesha HT Last Updated Nov 14, 2018
17 views this year

Reproducing or copying of copyrighted materials for students learning and research use without obtaining permission may occur in the following instances

- Course packs (Print or Electronic) compilation of readings selected from a variety of sources for an academic course in any term to serve as supplement in place of a text book
- Reading list : a list of recommended sources on a topic compiled by faculty or librarian for distribution to students enrolled in a course
- Reserves (Open or closed): materials that are given shorter loan period for a term to ensure that all the enrolled students for a course have the opportunity to use the materials. Items on closed reserves must be used in library premises. Faculty may put personal copies on reserve at their own risk.

Please refer to the tabs HBS Materials, HBR Audio Visual Materials, Journal Article, E Book, Books, Music & Audio, Streaming videos from online streaming services, Content in Open Access, Additional Guidelines, Term of Copyright, Obtaining Permissions, Library Resource link for Moodle. Please use below forms for obtaining permission for course pack.

[HBS & other Cases](#) | [Articles](#) | [Book Chapter](#)

Ask Us

Ask Us

Email (IIMB) *

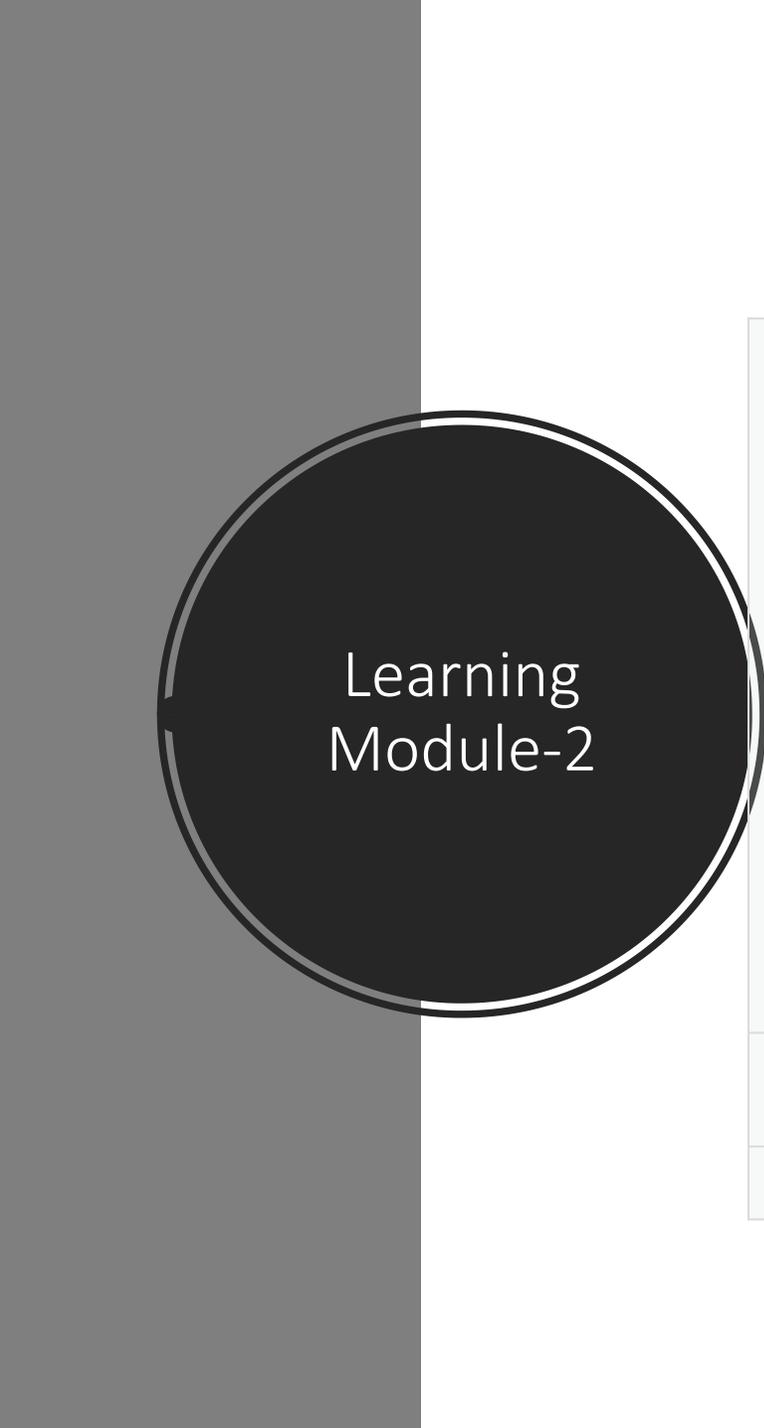
User Category *

Query *

Submit

Learning Module-1

| Learning Objects | Expected Outcome |
|---|---|
| Copyrighted Basics and Licensed Content | Ability to identify the content that is copyrighted |
| | Ability to identify the expectation and limitation for educational and non-commercial use in copyright law of USA, UK, and India |
| | Ability to identify the licensed the digital content, rights of users, concept of authorized user, restrictions such as systematic downloading, reverse engineering, DRMs, Reasonable content, Scholarly sharing, derivative, transformative use. |
| | Ability to understand the Fair Use PAIN framework |
| | Duration of the Copyright in all the three countries and Public Domain |
| | Ability to comprehend the activities enlisted under fair dealing of Copyright Law of UK and India |



Learning
Module-2

| Learning | Expected Outcome |
|--|---|
| Copyright for Classroom instruction | Ability to comprehend course packs, electronic reserves(closed & open), reading lists |
| | Ability to identify the context for reproduction and employ fair use framework for distribution in print resources |
| | Ability to identify the licensed the digital content, use of persistent links for electronic distribution in Moodle and reading lists |
| | Ability to identify various versions of the article published by the faculty in various journals |
| | Ability to identify open access content |
| | Distinguish between public domain and publicly available content |
| | |
| | Understand various flavors of creative common license |

Copyright Compliance for Classroom Instruction : Situation Scenarios

[Copyright Compliance for Classroom Instruction](#)[HBS Materials](#)[HBR Audio Visual Materials](#)[Journal Article](#)[E Book](#)[Books](#)[Music & Audio](#)[Streaming videos from online streaming services.](#)[Obtaining Permissions](#)[Library Resource link for Moodle](#)[Situation Scenarios](#)[Framework](#)[Home](#)

Situation Scenarios

Situation Scenarios

1. I want to scan one chapter from the print book and upload in the eLearning platform
 - I may not be able to do so, as migrating to another format may be construed as infringement.
 - If the book is out of print and not available for obtaining permissions, I can scan and upload in the Moodle e learning platform
2. How much of content of book is permissible for reproducing from a text book as a course pack?
 - I will use the fair use framework for evaluating the quantity of content and ensure that it satisfies all the factors to be considered as fair use.
 - I will have to obtain permissions from the publisher for using the chapter from a textbook as it is not recommended to reproduce from a text book.
3. I have written a textbook and would like to use one chapter from it for distribution of course pack
 - I have to check the agreement signed with the publisher whether reproduction is permissible for the course that I intend to teach.
 - As an author of the book, I naturally own the copyright and distribute in my classroom.

Situation Scenarios

Copyright- Framework for Analysis

Copyright Compliance for Classroom Instruction : Framework

[Copyright Compliance for Classroom Instruction](#)[HBS Materials](#)[HBR Audio Visual Materials](#)[Journal Article](#)[E Book](#)[Books](#)[Music & Audio](#)[Streaming videos from online streaming services.](#)[Obtaining Permissions](#)[Library Resource link for Moodle](#)[Situation Scenarios](#)[Framework](#)[Home](#)

Framework

Framework for Copyright Basics and Personal Use (Framework for Analyzing the Copyright Adapted From Duke University and Emory University, 2016)

- Is the work is copyrighted or licensed?
- Are there any third party licenses that govern the usage?
- Is the intended use is listed in the limitation and exceptions?
- Is the intended use is for a project work, conference paper, thesis, dissertation, a research paper to be published outside the Institute?
- Is the intended use is educational and non-commercial?
- Is the content is copyrighted or in public domain or CC licensed?
- Is the amount of content small and constitutes not such a significant portion of the work?
- Is it under the international copyright law?
- Apart from the purpose of the intended use, it must also satisfy the four-factor test if the content is to be used as per US copyright Laws/fair dealing of UK Copyright and Patent Law or the clauses listed in section 52 of Indian Copyright Law?
- Is the content used for my research is transformative / derivative?

Usage of Copyright for Classroom Instruction

Guide Tracking - Total Views

Copyright Compliance for Classroom... by Rajesha HT

Daily

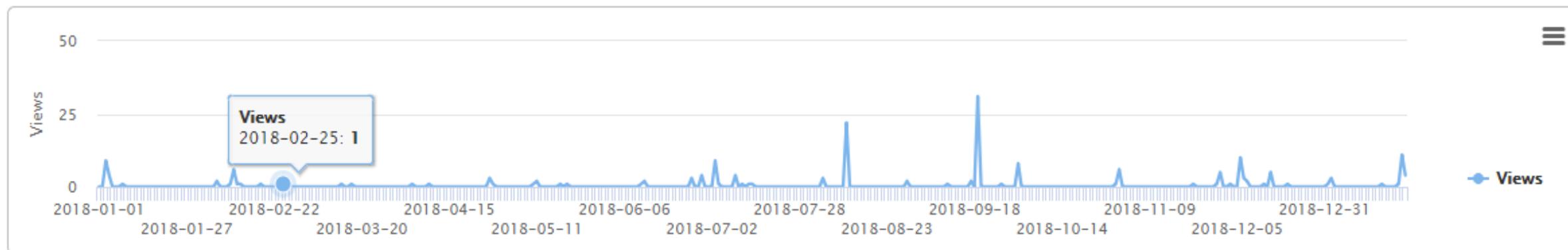
2018-01-01



2019-01-24



Run Report



1 guides, 196 views, 389 days

Export All Records

| Guide ID | Guide Name | Views |
|----------|--|-------|
| 743096 | Copyright Compliance for Classroom Instruction | 196 |

Thank You