

# Reorganizing Digital Learning Objects for Student Success

Please Download the Marvel Prototyping app to participate fully in this workshop.

Tip: Search "Marvel Prototyping" so superheroes don't appear in your results.

# Reorganizing Digital Learning Objects for Student Success

Yi Ding, Online Instructional Design Librarian

Jamie Johnson, First Year Experience Librarian

Melissa Rassibi, Reference, Instruction & Outreach Librarian

California State University Northridge

[bit.ly/dlodesign](https://bit.ly/dlodesign)

The background of the slide features a series of thin, curved lines in a light gray color, creating a sense of motion and depth. These lines are more prominent on the left side and fade towards the right.

# Agenda

- What we did
  - User & Usability Studies
- What we are doing
  - Assessment
- What we will do
  - Sustainable, strategic plan

# Design Matters

Hick's Law: The more stimuli users face, the longer it will take them to make a decision.

Library Terms that Users Understand

Meredith Farkas Library  
DIY available on GitHub

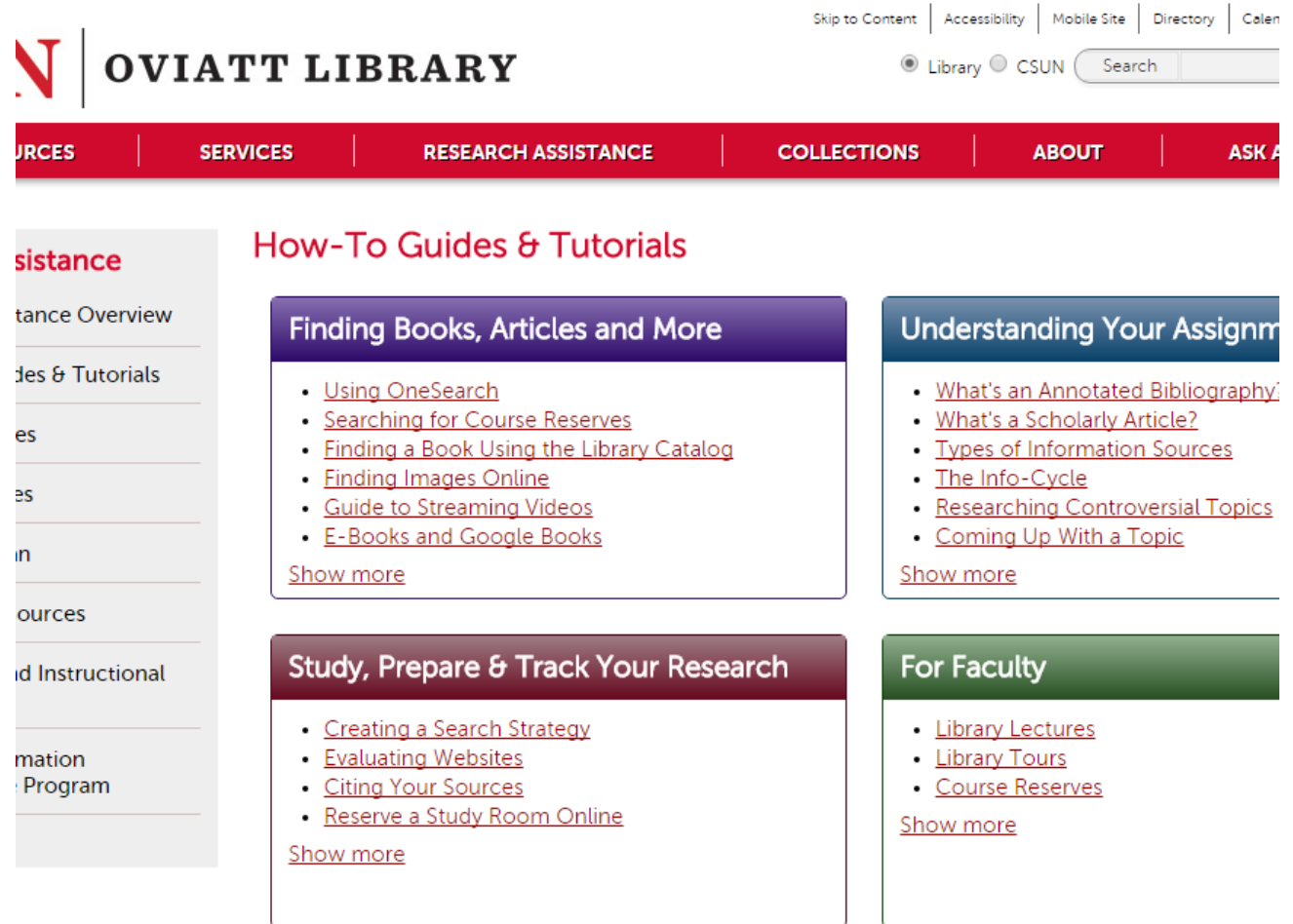


Figure 1: Previous website design

# Content Audit

- Is the content accurate?
- Is the content useful?
- Is the content used by your audience?
- Is the content created professionally?
- Is the content user friendly?

Note. Adapted from Halvorson, K. (2010). *Content Strategy for the Web*. Berkeley: New Riders.

A	B	C
Editorial Name	URL	Author(s)
Books on the Shelf	<a href="https://youtu.be/9rMipKvqr2Y">https://youtu.be/9rMipKvqr2Y</a>	Laurie Borchard
Websites	<a href="https://youtu.be/OR6EJ_C5U_E">https://youtu.be/OR6EJ_C5U_E</a>	Anna Fidgeon
Annotated Bibliography?	<a href="https://youtu.be/MmeOsRuxk1E">https://youtu.be/MmeOsRuxk1E</a>	Danielle Skaggs
Scholarly Article?	<a href="https://youtu.be/5_C9FiJFjhg?list=PL1A9DFB218F4939D0">https://youtu.be/5_C9FiJFjhg?list=PL1A9DFB218F4939D0</a>	Danielle Skaggs
Strategy	<a href="https://youtu.be/QK8YyEBBrPk">https://youtu.be/QK8YyEBBrPk</a>	Anna Fidgeon
Sources	<a href="https://youtu.be/8ZgAaaX59G4">https://youtu.be/8ZgAaaX59G4</a>	Laurie Borchard
Google Books	<a href="https://youtu.be/ofCqS2_yxBo">https://youtu.be/ofCqS2_yxBo</a>	Anna Fidgeon
Health Resources	<a href="https://youtu.be/QjIHEVbZNyM">https://youtu.be/QjIHEVbZNyM</a>	Anna Fidgeon
Education	<a href="https://youtu.be/NaIC3BI6He8">https://youtu.be/NaIC3BI6He8</a>	Laurie Borchard

Fig. 2: Content Audit Spreadsheet

A red speech bubble with a white question mark inside, pointing towards the list of needs.

What needs do  
users have?

- Mine LibAnswers and QuestionPoint
- Library Terms That Users Understand
- Project Information Literacy

How do users  
conceptualize the  
information?

Card sort by hand([Usability.gov](https://usability.gov))

How should you recruit users?  
Guerilla Testing

How many users should you test?  
Limit to around 30 cards ([Usability.gov](https://usability.gov))  
15 users([Nielsen](https://nielsen.com))

How should you read the results?  
Sort results by hand.  
What gets grouped together or not?  
What labels are not clear?  
([UX Matters](https://uxmatters.com))



Video 1: OptimalSort: Card sorting

## **OptimalSort**

[Pricing](#): Free for 10 users/30 cards  
Unlimited Studies or \$99 per study

[Privacy](#) and [Terms](#)

# Usability Testing

## Task Scenario/AB Testing

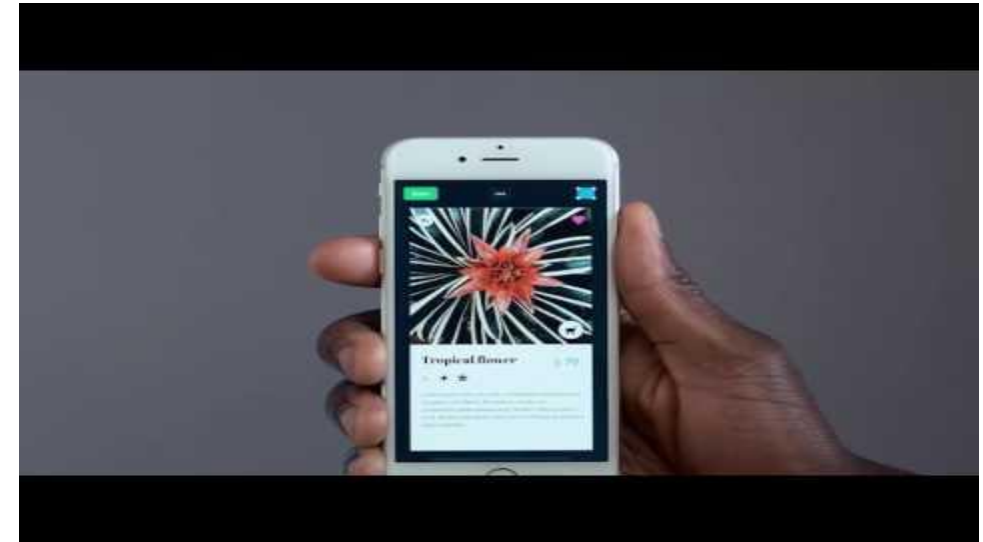
Wireframe & Prototype.

Record the screen if you can because it goes really fast.

5 users discover 80% of the problems

### Measure:

- Did they find the information?
- How many attempts did they make?
- How long did it take them?



Video 2: Marvel for iOS - rapid design and prototyping

## Marvel

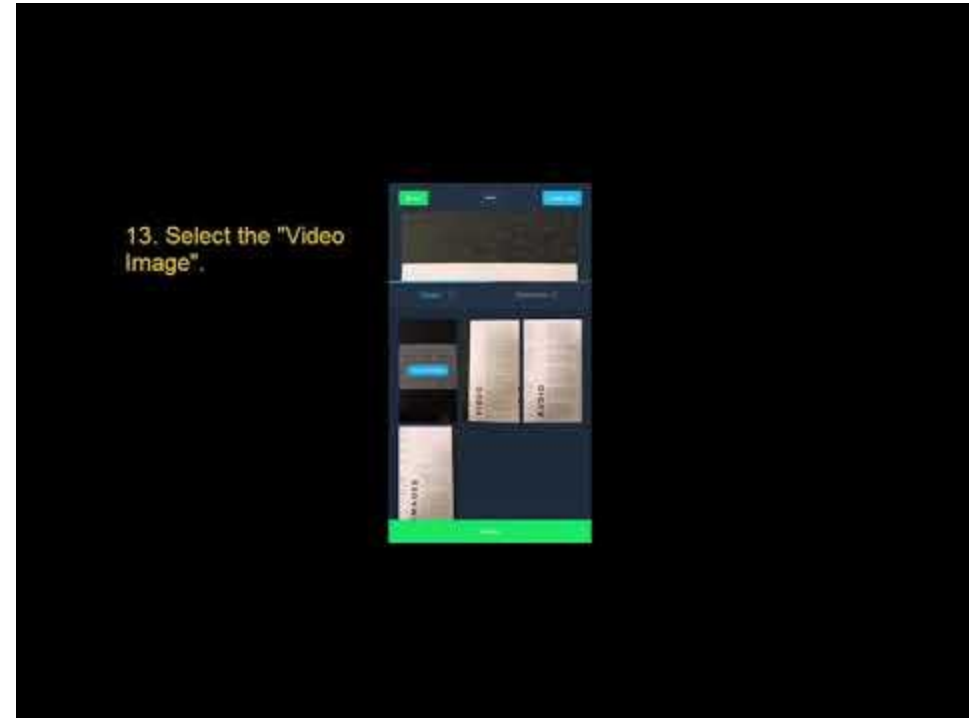
2 free projects

[Education Pricing](#)

[Privacy](#) and [Terms](#)



Activity:  
Create a prototype  
using  
the instructions on  
the handout  
provided



Instructions:  
<http://bit.ly/cclimarveldemo>

# Assessment

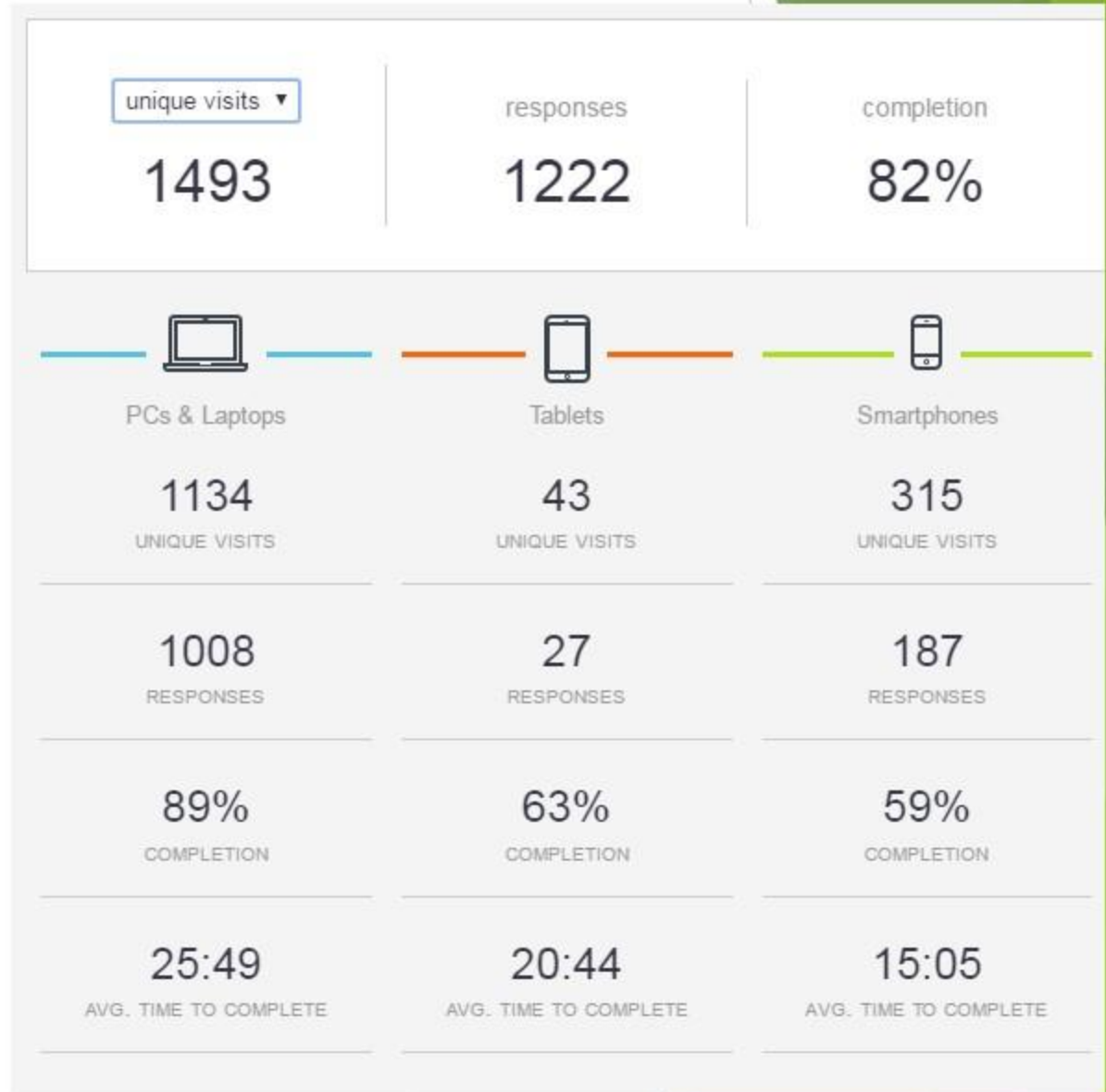
- **University 100 Freshmen Seminar**
- **Evaluate the value of the Pre-Tutorial Quiz and YouTube Videos**


# Data gathering: How students are taking online tutorials

U100 Students were asked to complete an online tutorial with 13 questions and watch three videos.

On average, those who used their phone took 10 minutes less to complete. If you add up the three videos it's roughly 10 minutes.

Students are more likely to complete the tutorial when using a computer rather than a tablet or phone.





Questions we can  
be asking  
ourselves?

- Are students completing tutorials on their phones not watching the videos?
- What else can explain the discrepancy?
- How can we encourage students to complete tutorials fully and watch videos entirely regardless of device used?

The background of the slide features several thin, curved lines in a light gray color, some solid and some dashed, creating a modern, abstract design. A large red speech bubble is positioned on the left side of the slide, containing the title text.

## Leveraging YouTube Analytics

- **Average Viewing Duration**
- **Audience Retention**
- **Where users are locating video(s)**
- **Device used to play video and view duration**



# Research Therapy: What's an Annotated Bibliography?

Created: Oct 4, 2012 • Duration: 2:55 • Privacy setting: Public

VIDEO


Geography

Date

Subscription status

More ▾

Last year (Jan 1, 2017 – Dec 31, 2017)

WATCH TIME (MINUTES) 


11,483

VIEWS

5,832

Compare metric ▾

Daily ▾

☐ Show growth 

Geography

Watch time (minutes)  ↓

Views 

Average view duration 

Average  
percentage  
viewed 

United States

10,792 (94%)

5,486 (94%)

1:58

67%

Canada

167 (1.5%)

102 (1.7%)

1:38

56%

Fiji

137 (1.2%)

46 (0.8%)

2:58

102%

Qatar

93 (0.8%)

44 (0.8%)

2:07

73%

United Kingdom

41 (0.4%)

21 (0.4%)

1:57

67%

Australia

35 (0.3%)

22 (0.4%)

1:36

55%

Dominican Republic

33 (0.3%)

22 (0.4%)

1:30

52%

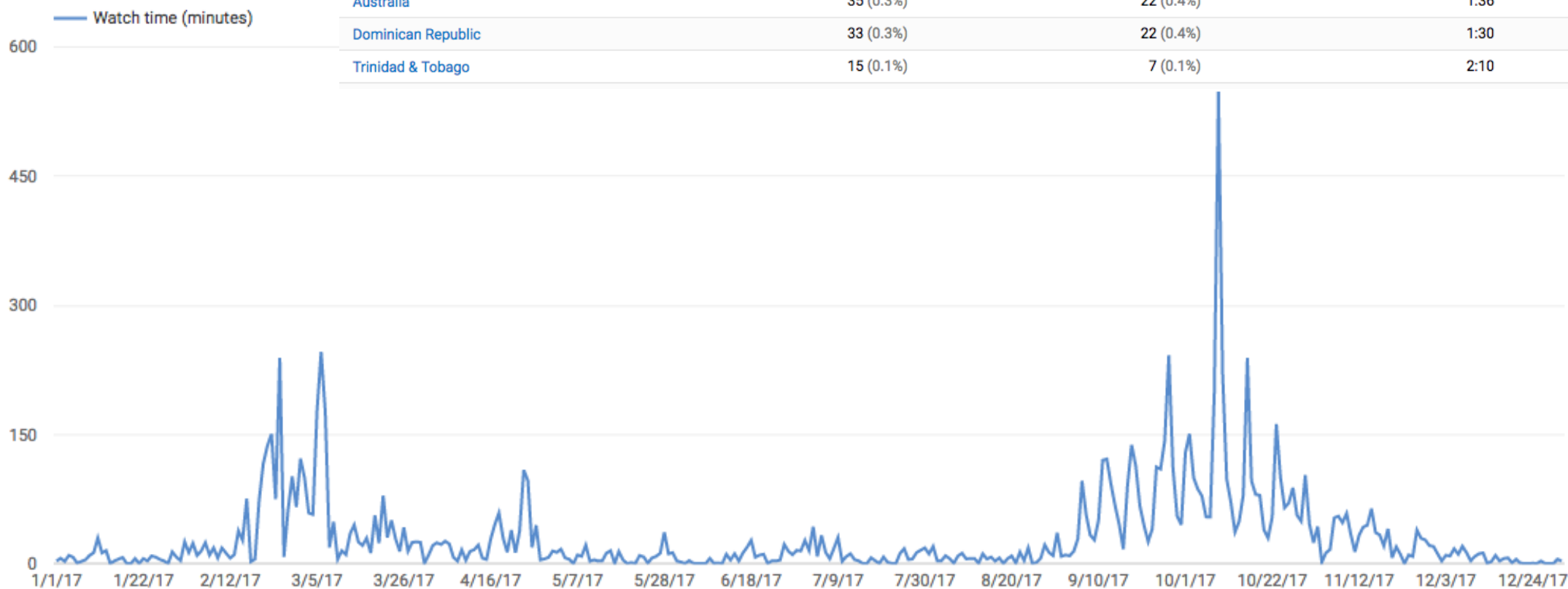
Trinidad & Tobago

15 (0.1%)

7 (0.1%)

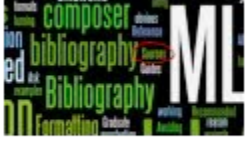
2:10

75%





OviattLibrary >




## Research Therapy: What's an Annotated Bibliography?


Created: Oct 4, 2012 • Duration: 2:55 • Privacy setting: Public

VIDEO

Last year (Jan 1, 2017 – Dec 31, 2017)

AVERAGE VIEW DURATION 

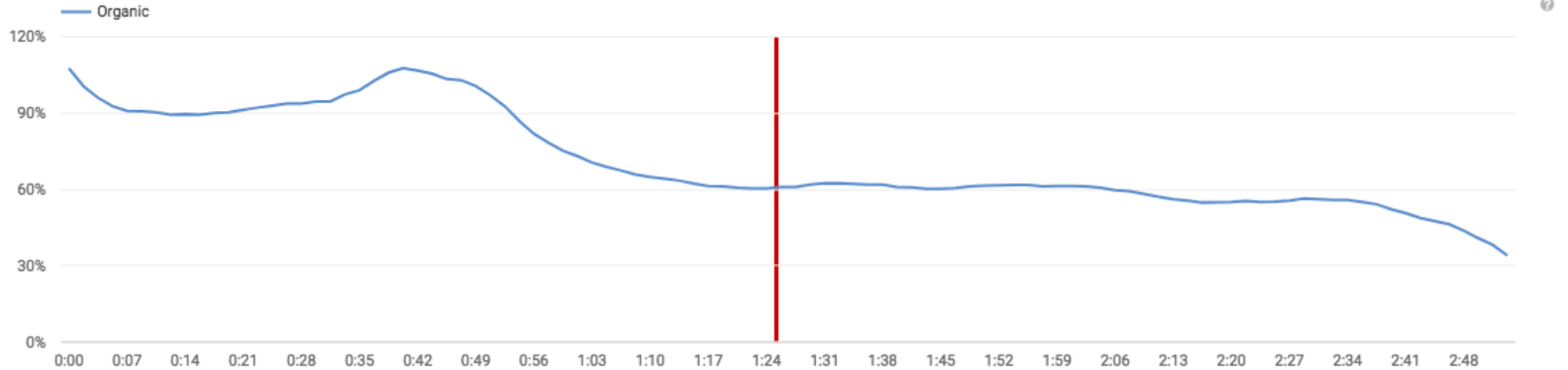
1:58

AVERAGE PERCENTAGE VIEWED 

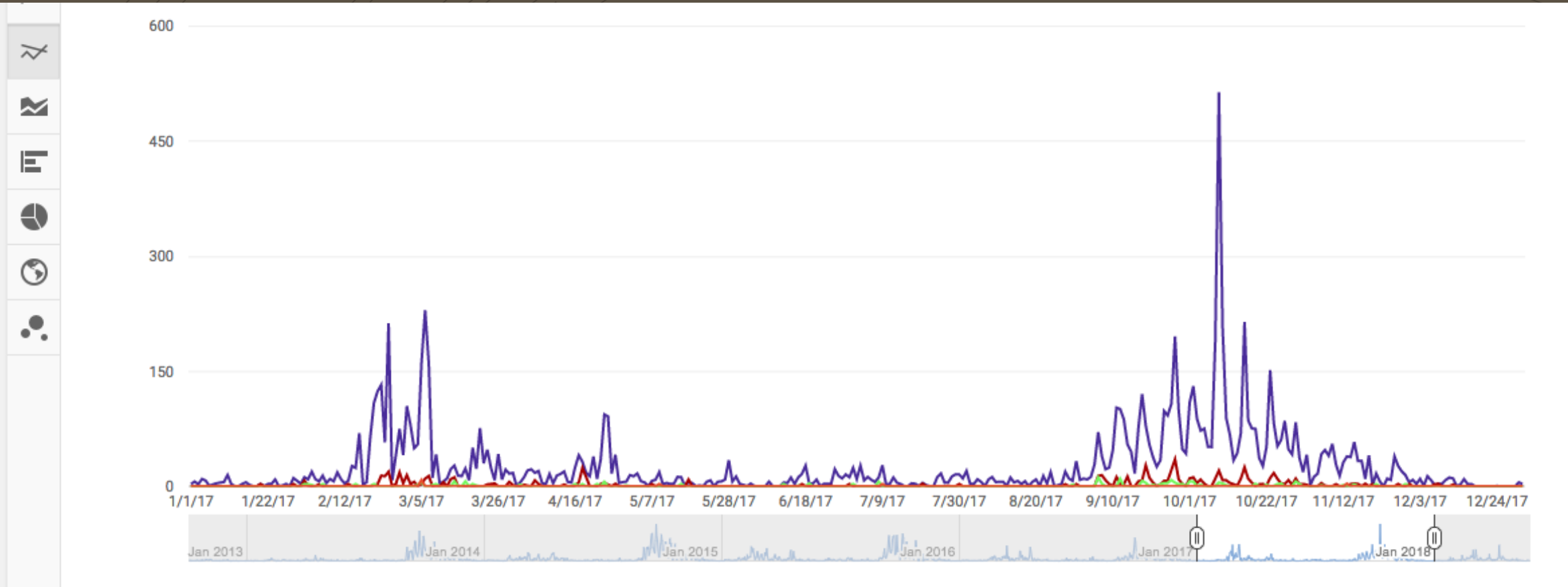
68%

Absolute audience retention

Relative audience retention







Device type    Operating system

<input type="checkbox"/> Device type ?	Watch time (minutes) ? ↓	Views ?	Average view duration ?	Average percentage viewed ?
<input type="checkbox"/> Computer ?	9,813 (91%)	4,984 (91%)	1:58	68%
<input type="checkbox"/> Mobile phone ?	753 (7.0%)	390 (7.1%)	1:55	66%
<input type="checkbox"/> Tablet	208 (1.9%)	107 (2.0%)	1:56	67%
<input type="checkbox"/> TV ?	17 (0.2%)	5 (0.1%)	3:28	119%

What we can be  
doing better  
about videos we  
create?


- Make them shorter and to the point
- If the video is longer than 2 minutes make sure to front load the content
- Look at the Google Analytics to help when it comes to redesign
- Use them while teaching!





# What we will do


- Strategy
  - Set up priorities & criteria tied to institutional strategic planning and design principles
  - Define pedagogy and design best practices
  - Accessibility and style guidelines
- Sustainability
  - Document best practices and resources
  - Revisit existing tools and experiment new tools
  - Develop marketing plans that are tied to needs assessment

# Collaborative Documentation




Best Practices, Resources, Training


**Boards** 



**Resources & Best Practices**  DLO Free  Team Visible  M JJ 

**Priorities & Criteria** 


No specific databases or tools

Check existing resources & OER before designing anything   1 


Institution-wide Learning Competencies 




RIOS Strategic Planning   2



[Add a card...](#)

**Pedagogy** 

Stanford d.school Design Thinking Process







Design Thinking   1  1

Video Planning for Effective Instructional Design   4


Transparency in Learning and Teaching (TILT)



Topic	What is important?	Consider
Effective Teaching Practices	Use evidence-based practices for effective teaching	Use evidence-based practices for effective teaching
Effective Learning Practices	Use evidence-based practices for effective learning	Use evidence-based practices for effective learning
Effective Assessment Practices	Use evidence-based practices for effective assessment	Use evidence-based practices for effective assessment
Effective Technology Practices	Use evidence-based practices for effective technology	Use evidence-based practices for effective technology


Effective Video Practices   2  1




Bloom's Taxonomy  1




[Add a card...](#)

**Audio, Video, Animation Tools** 




Finding Images   2








Recording Tips   1 



What's the sound we're going for?   1 

Camtasia


HTML5 Tools   3  1

Interactive Video Tools   3  1



Animation Tools Evaluation Doc   1



Finding Videos   3

[Add a card...](#)



**Assessment & Marketing** 

Blog


Instructional Assets & Research Strategies LibGuides   2



Canvas   1

RIOS meetings

YouTube   1

Google Analytics

MYS Branding Banner  1

Bitly account for the tutorials page   1

[Add a card...](#)

Use assessment  
data to create  
buy-in

CSUN

Comp 100 Ze

Spring 2018

Account

Dashboard

Courses

Calendar

Home

Announcements

Assignments

Library Guide

Discussions

People

Pages

Date	Canvas mock LTI	normal LibGuide clicks	Percentage of
1/20-3/4 (instruction session on 2/20)	45	186	25%
2/21-3/4 (After the instruction session and before the quiz & assignment due)	14	36	39%

The background features a series of concentric circles in light gray, some solid and some dashed, creating a ripple effect. A large red speech bubble is centered on the page, containing white text. The speech bubble has a small tail pointing downwards.

Activity: [bit.ly/dloplan](https://bit.ly/dloplan)

DLO Sample Team Plan (9 mins)

# References

- Halvorson, K. (2010). *Content Strategy for the Web*. Berkeley: New Riders.
- Kupersmith, J. (2012). Library Terms That Users Understand. *UC Berkeley: Library*. Retrieved from <https://escholarship.org/uc/item/3qq499w7>
- Ma, S. (2010). *Dancing with the cards: Quick-and-dirty analysis of card-sorting data*. Retrieved from <https://www.uxmatters.com>
- Nielsen, J. (2004). *Card sorting: How many users to test*. Retrieved from <https://www.nngroup.com/articles/card-sorting-how-many-users-to-test/>
- U.S. Department of Health & Human Services (2018). *Card sorting*. Retrieved from <https://www.usability.gov/how-to-and-tools/methods/card-sorting.html>