IFWE challenge accepted: New and improved MAT-SE research courses/tools

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Design

Delivered

Evaluation

Course Roles

Our course evaluation reference librarian remained actively engaged in the course delivery. With a "taught" role designation, she experimented with the course with the same view as the students that the instructor -- without the burden of technical or privacy concerns. She regularly communicated with students via email and online discussion forums -- and maintained open communications with the instructor.

Overall Benefits

Our design, delivery, and evaluation experience benefited students, faculty, and staff:

• improved student design research as a research tool for systematic, constructivist learning
• shared professional and instructional insights into library backdrop perspectives
• imposed field properties on the course design for course delivery

Incentives to try new examples of how design course can serve as instructional and qualitative design research while providing practical instructional growing

We provided this on a C2 Communication, Collaboration, Creativity, and faculty view

Tangible and Practical Results

We can share and/and create within UTTTC and library integration. We generated lots of custom resources. UTTC course development leading to practical and improved research design tools. This complex model involves the development of resources, focusing on improving literature resources.

Examination of our teaching practice and course design illustrated the urgency for information literacy. Just because it built, you can’t expect them to use it. Specific strategies for our course involved working closely with the UTTTC departmental liaison and UTTC digital design to incorporate information literacy into these courses. The library management tools that we developed are now working with the online students as well as the onsite students.

Online! www.uttc.org

Student Performance

• Learning Style
• Teaching Style
• Perceivable

Student Achievement

• Resource Literacy Attitude
• Resource Literacy Attitude

Student Perceptions

• Resource Literacy Attitude
• Resource Literacy Attitude

The standards of best practices in teaching and learning that promote lifelong learners, and leadership opportunities in technology, higher, distance, science, and literacy education.