

Decanting the Library Within a Course Management System (CMS)

Presented by:

Sarah Coysh (York)

and

Betty Jeffery (UPEI)

Outline

- What is a Course Management System?
- What is Moodle?
- Pedagogical Implications
- Why include library content?
- How to accomplish?
- What to include?
- Results
- Next steps
- Questions/Discussion

What is a Course Management System? (CMS)

- **Definition:** A CMS is a web application (meaning it runs on a server), that can be accessed by a web browser (Cole & Foster, 2007).
- It provides a suite of software usually organised around a course or a unit (Morgan, 2003).
- It gives educators tools to create a course web site and can provide access control so only enrolled students can view it (Cole & Foster, 2007).

What is a Course Management System? (CMS)

- **Common Features include software to:**
 - organize and present content
 - communicate (synchronously and asynchronously)
 - assess student performance
 - record and report grades, and
 - manage class materials and activities.

(Morgan, 2003, p.16)

What is a Course Management System? (CMS) contd.

■ Sometimes also called:

- Collaborative Learning Environments (CLE)
- Virtual Learning Environments (VLE) –wikipedia
- Learning Management System (LMS),
- Learning Content Management System (LCMS),
- Managed Learning Environment (MLE),
- Learning Support System (LSS) or Learning Platform (LP)

What is a Course Management System? (CMS) contd.

- **Variety of products:**

WebCT

Learning Space

BlackBoard

Desire2Learn

Prometheus

Angel

CourseTools

Moodle

Learning Space

Sakai

Moodle

- Modular Object-Oriented Dynamic Learning Environment
- A free open-source course management system created by Australian programmer Martin Dougiamas

Moodle

- First version came out in Aug. 2002
- Version 1.1.1 released a year later
- Version 1.8 now; soon to be Version 1.9

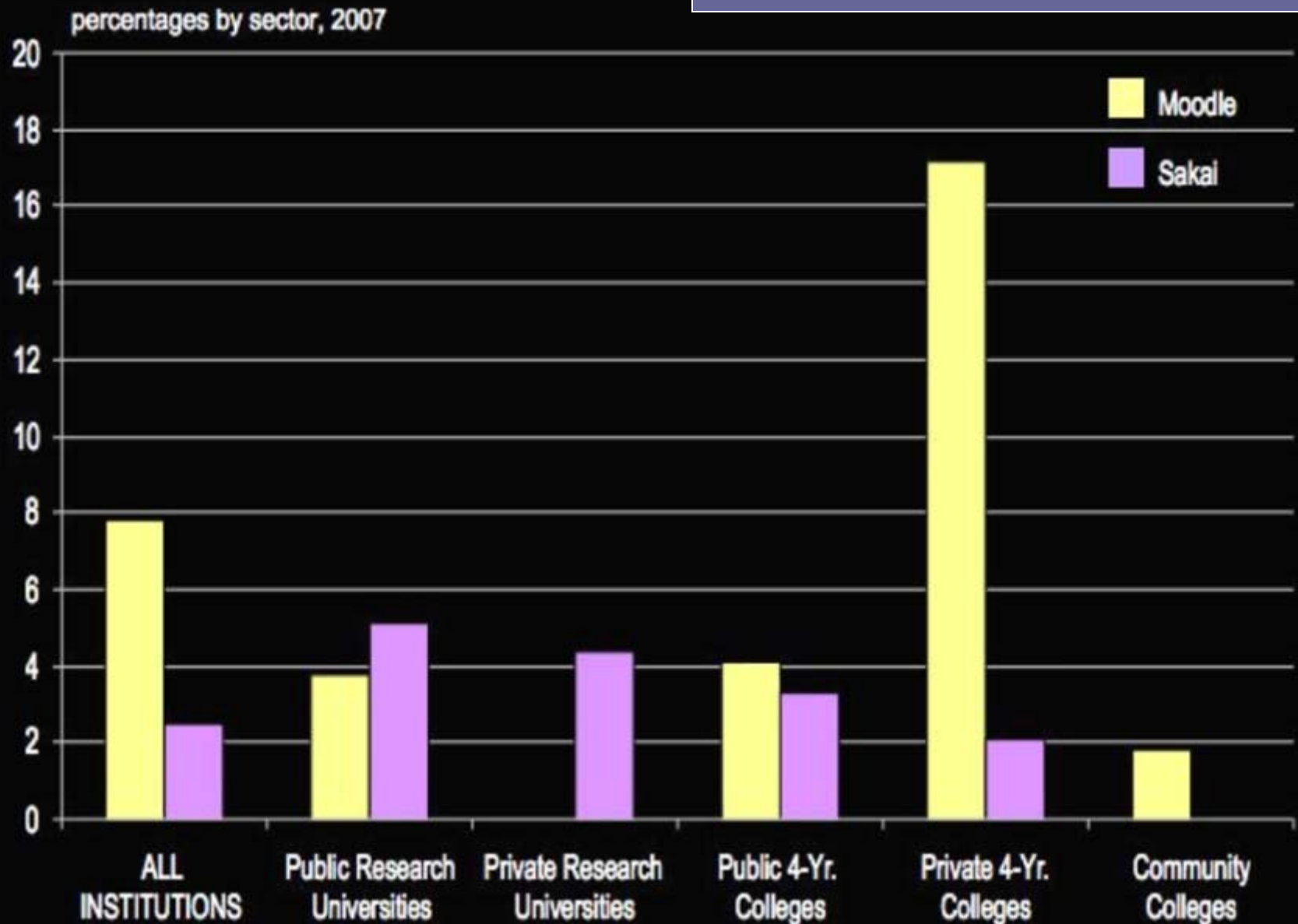
Usage

- Registered sites: 42,853 (from 194 countries)
- Courses: 1,898,185
- Users: 19,930,601
- Teachers: 1,885,859

Source: <http://moodle.org> (retrieved May 4, 2008)

Open Source LMS Deployment, 2007

Source: 2007 Campus Computing Survey



Pedagogical Implications

- CMS is often used in conjunction with classroom instruction (“blended” or “hybrid” learning).
 - Strengths of CMS (i.e. 24/7 access, document archiving, streamlining of administrivia etc.) can facilitate:
 - learner-centered classroom sessions
 - collaborative learning,
 - critical thinking,
 - student participation
- (ACRL-Elearning Spaces, 2008, Shank & Dewald, 2003).

Why Include Library Content?

- To “push” library resources relevant for individual courses
- Maximize the usage of quality resources purchased or licensed by the Library
- Libraries risk marginalization if we don't have a CMS presence
- Extending information literacy beyond one class session

How to Accomplish?

- UPEI
- York

UPEI: *"a great small university"*

- Incorporated 1969
- Approx. 4,000 full- and part-time students
- Approx. 375 academic staff
- Primarily undergraduate, but graduate programs in Veterinary Medicine, Chemistry, Biology, Island Studies, and Education
- Top marks for availability of faculty members, class size, and quality of teaching (MPHEC Survey)

Robertson Library

Library
Hours
Services

Open
The University of
Reading & Learning



Moodle @ UPEI

- Fall 2007
- Webster Foundation Fund for Innovation

Pilot Project

- Webster Foundation Fund for Innovation
- To incorporate a library presence into all first-year courses, using Moodle as the delivery platform
- Initial goal: to enhance teaching and learning in first-year courses, specifically targeting nine pilot courses during the first semester of the project



From: <faculty-admin@lists.upei.ca>

27/11/20

To: Faculty@lists.upei.ca

BC: Betty Jeffery

Subject: [UPEI Faculty] Exploring Moodle as a Learning Environment

Sessions on Exploring Moodle as a Learning Environment
December 4 and 7, 2007

You are cordially invited to join your colleagues at a brown bag lunch and a workshop co-hosted by the Webster Centre, the Senate Committee for the Enhancement of Teaching, Robertson Library, and the UPEI E-Learning Committee.

These two sessions will take place during the week of December 3-7, and will facilitate developing a solid understanding of the potential uses of Moodle as an effective learning environment. You are welcome to attend ONE or BOTH sessions.

SESSION A: BROWN BAG LUNCH

Date: Tuesday, December 4, 2007

Time: 12:00 noon – 1:00 PM

Location: ITEC Theatre in Robertson Library

Presenters: A group of educators including Andrew Trivett, Blake Jelley, Stacey MacKinnon, Betty Jeffery, and Martha Gabriel will share experiences about how Moodle has been used in a variety of courses and educational situations. The ideas and possibilities shared will help creative juices flow!

Bring your lunch with you and munch during this informal, collegial session—we'll provide coffee, tea, and sweets.

SESSION B: WORKSHOP

Date: Friday, December 7, 2007

Time: 10:00AM-12:00noon

Location: LINC (Library Instruction Centre) in the Robertson Library

Presenter: This hands-on workshop will be facilitated by Kent Villard, the E-Learning coordinator at UPEI. Kent will work with participants to explore and learn to use the features of the Moodle online learning environment. A number of assistant facilitators will help ensure individual attention as you work through your Moodle questions.

We'll provide some treats during the workshop to keep your energy levels high :-)

IT IS CRITICAL TO RESERVE YOUR SPACE FOR THESE SESSIONS! Please RSVP by Friday, November 30th to webstercentre@upei.ca or call Suzanne Queen at 857-3333

Hope you're able to join us on the 4th and the 7th~

York University

- Celebrating our 50th birthday in 2009
- 50,000 students full/part-time (11 faculties)
- Approx. 7,000 staff and faculty
- Primarily undergraduate (over 150 programs), growing graduate programs (44 masters, doctoral and professional programs)
- 2 campuses (Keele, Glendon)

Frost Library



How to include Library Content in a CMS? (York)

- Become familiar with the CMS (i.e. attend workshops).
- Collaborate with Centre for the Support of Teaching and the Faculty Support Centre.
- Develop materials you would like to include in a test course.
- Communicate frequently with CMS implementing staff.
- Evaluate/Feedback.
- Offer your resources to faculty who are creating a new course or who already have courses in the CMS. New Faculty are a good target.
- Collaborate with liaison librarians who tend to be early adopters of technology.
- Advocate your services.

What to include?

- 2 levels: Macro vs. Micro (E-learning Spaces, 2007)

Macro	Micro
<ul style="list-style-type: none">-library resources in CMS shell (general links)-library presence in all course sites-library tab	<ul style="list-style-type: none">-specific resources for courses-chat/forum for library questions-virtual office hours

UPEI

- Standard block of library resources (macro level)
- Discipline and course-specific resources (micro level)

(UPEI's Macro Presence)

Standard suite of resources

- Avoiding Plagiarism tutorial
- Library Catalogue
- Library Website
- Virtual Reference

http://moodle.upei.ca/course/view.php?id=456

del.icio.us TAG

Google G Go

Bookmarks 118 blocked Check AutoLink AutoFill Send to

Course: ENG101N: Academic Writing (Winter...)

You are logged in as Betty Jeffery

learn@UPEI.ca

upei-moodle ► ENG101Nw08

People	Topic outline	Library Resources
Participants	<p>Please go into the syllabus via Moodle and check out the classes to come.</p> <ul style="list-style-type: none"> News forum please click here and add to forum English 101N Nancy MacIntosh Teacher forum Owl Purdue Writing Center (A new URL- one that works)	<ul style="list-style-type: none">Avoiding PlagiarismLibrary CatalogueLibrary Homepage <p>QUESTIONS? CLICK HERE FOR LIVE CHAT</p>
Activities	<p>1 Look above to the Owl Writing link. Click on the link and follow the directions given there. <input type="checkbox"/></p>	Latest News
Assignments Forums Resources	<p>2 Please add to the library forum prior to class on Thursday, Feb. 7th. <input type="checkbox"/> Library</p>	<p>Add a new topic...</p> <p>13 Jan, 17:26 Nancy MacIntosh Problem Areas more</p> <p>23 Dec, 09:41 Nancy MacIntosh Syllabus more...</p> <p>18 Dec, 20:03 Nancy MacIntosh English class more</p> <p>Older topics ...</p>
Search Forums	<p>3 Please click on the link (Things Due) and then go to the top of the screen and click on Resources. You will find the list of what is due. <input type="checkbox"/></p> <p>Please click into the attachment to get the Cat Essay.</p> <ul style="list-style-type: none"> Things Due Cat Essay/ Dog Essay	Upcoming Events
<input type="text"/> Go Advanced search ?	<p>4 Preposition Activity <input type="checkbox"/></p>	
Administration	<p>5 Thursday, February 14, 2008 is your midterm. Please come prepared to write for at least one hour. Please be prepared with pens, pencils and dictionary. You may also bring a thesaurus to use if you wish. <input type="checkbox"/></p>	
Reports Grades Unenrol me from ENG101Nw08		
My courses		
BUS101A: Business 101 A & B (Fall 2007) BUS271C&D: Organizational Behavior (Fall 2007)		

(York's Macro Presence)

Standard suite of resources

- Library Website
- Library Catalogue
- E-Resources (article databases)
- Library Account
- Library Course
- Library Accessibility Services (to be added)

Quickstart Tutorials

[Moodle Student Tutorial](#)[Moodle Features Demo](#)[Moodle Documentation](#)[Using Moodle](#)[Course Exchange](#)[York University Library Information Page](#)

Request Forms

[New course request](#)

York University Library

York University Library

[E-Resources](#): Find articles by subject, access indexes, databases, ejournals and ebooks

[Library Course](#): Information and FAQs on doing research in the York libraries.

[My Library Account](#): Check library account status, renew books, change PIN.

Moodle Buzz

[CoSN K12 Open Technologies Implementation Study: Moodle, Report from Steve Hargadon](#)

[Got Moodle? . Journal article from](#)

Moodle @ York is one of the Learning Management Systems that is under review as an option with our primary course management system.

Reminder:

If you have not provided York University with an email address, when you log into moodle, you must **update your profile** by entering your 'email address' and click 'save changes' then proceed to access your course.

Help information:

For all queries, please send an email to helpdesk@yorku.ca Please note that all queries will be addressed by the end of the next business day.

Click on **Moodle@York Announcements** below to read about recent updates.

 [Moodle @ York Announcements](#)

Course categories

Atkinson Faculty of Liberal and Professional Studies

[Full Year](#)

17

[Fall](#)

16

[Winter](#)

12

[Summer](#)

15

Faculty of Arts

[Full Year](#)

115

[Fall](#)

33

[Winter](#)

37

[Summer](#)

3

[ATS](#)

2

College universitaire Glendon

[Full Year](#)

3

[Fall](#)

4

[Winter](#)

2

Course Listing

[MyCourses](#)[All Courses](#)

Search Forums

[Advanced search !\[\]\(9cec11c0b454abc129ccd4d57b0dcac5_img.jpg\)](#)

Calendar

< [May 2008](#) >

Mon	Tue	Wed	Thu	Fri	Sat	Sun
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

Blog Alternative

[BlogSupportSite](#)[Blog Home Page](#)[Email notification](#)[Enabling user registration feature](#)

Wiki Alternative

[FSC Wiki Demo](#)[Wiki Use Guide](#)

Library Course

- Using the Library (includes Camtasia tutorials)
- Database Guides
- Research Process
- Writing
- Help
- Virtual Reference
- Calendar of Events



York University Library Website

Search Catalogue

E-Resources: Find articles by subject, access indexes, databases, e-journals and ebooks

Library Course: Information and FAQs on doing research in the York libraries.

My Library Account: Check library account status, renew books, change PIN.

Library Accessibility Services: provides transcription and facilitated library services to students with disabilities.



Bibliothèques de l'Université York (site web)

Catalogue (chercher)

Ressources électroniques: Accès aux articles par sujet, accès aux périodiques et aux livres électroniques.

Cours de formation à la recherche: Information et FAQ sur le processus de recherche dans les bibliothèques de York.

Dossier d'utilisateur: Gérez votre dossier et renouvelez vos livres.

Service d'accès: Service de transcription et services adaptés aux étudiants ayant un handicap ou un trouble d'apprentissage.

- Grades
- Activity report
- Edit profile

Welcome to the York University Library Information Page

This course will help you learn more about York University Libraries and the many resources that they have to offer.

1

Using the Library

Library Research Roadmap

This is a self-guided introduction to bibliographic research methods in the social sciences and humanities. It is aimed primarily at undergraduates and takes about twenty-minutes to complete.

How to Find Stuff

In 35 minutes you'll get all the basics on how to find scholarly books and academic journal articles on almost any topic. This tutorial requires a computer with speakers and RealPlayer.

Guide to Book Reviews

Finding a book review is sometimes like looking for a needle in a haystack. This guide provides you with a list of the most important sources within most of the major disciplines.

Subject Research Guides

Use these to locate short lists of important resources (both in print and on the web) within a discipline. These pages are useful starting points for research.

Using the Library Catalogue (film clips)

Short film clips on finding resources available at York libraries:

- Searching the library catalogue
- Keyword searching in York Library catalogue
- Locating subject specific databases & online resources
- Subject heading searches & keyword searches in databases
- Finding Course Reserve material
- Requesting books and articles using RACER
- Setting limits to finds DVDs

Library Survival Guide

This brief "survival guide" to the Libraries groups together the services and resources available for your use as you study and complete your assignments.

Law Library Resources

The Osgoode library website provides research guides which explain how to do research in different areas of law (i.e. aboriginal law).

2

Database Guides

How to Find Journal Articles

A quick guide to finding journal articles at York University Libraries.

Finding Newspapers

Newspaper articles can be a good source of up-to-date information on virtually any topic. Learn how to track down Canadian and International newspaper articles.

Find it @ York

Find it @ York is a tool that will speed up your research process and increase its effectiveness by allowing you to connect more quickly to full-text when it is available.

3

Research Process

Academic Honesty Tutorial

The *Academic Integrity Tutorial* is designed to help you learn about issues of academic integrity.

4

Writing

Academic Writing Guide

This Research Guide is a collection of websites with advice on various forms of academic writing. If you want some personal help you can visit York University's Centre for Academic Writing.

5

Help

Web Research Tutorial

The *Web Research Tutorial* helps you to learn more about how to use publicly-accessible web sites for research, from understanding what kind of information is freely available on the web to what kinds of search tools and techniques will help you get useful results, and how to critically evaluate and properly document what you find.

Library Research Workshops

The Scott Library hosts drop-in workshops and sessions for undergraduate and graduate students in the social sciences and humanities. They cater to a wide variety of needs and sessions run for one hour and a half.

Advanced search

May 2008

Mon	Tue	Wed	Thu	Fri	Sat	Sun
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

- Global events
- Course events
- Group events
- User events



- Ask a general question
- Talk to a Science Librarian
- Talk to a Business Librarian

There are no upcoming events...


Go to calendar...
New Event...

(UPEI's Micro Presence) Discipline and Course-Specific Resources

- Databases
- Dictionaries
- Tutorials
- Virtual Tour/Quiz
- Citation Guides
- Research Guides
- eReserves
- RefWorks
- Course Textbook














You are logged in as [Betty Jeffery](#)

upei-moodle ► PSY101A_F07



 Switch role to...

Turn editing on





People
 [Participants](#)
Activities
 [Forums](#)
 [Resources](#)
Search Forums

[Advanced search](#) 
Administration
 [Turn editing on](#)
 [Settings](#)
 [Assign roles](#)
 [Groups](#)
 [Backup](#)
 [Restore](#)
 [Import](#)
 [Reset](#)
 [Reports](#)
 [Questions](#)
 [Scales](#)
 [Files](#)
Topic outline
 [News forum](#)

- 1 Welcome to Psychology 101A! In this course we introduce the discipline of psychology, the scientific study of behaviour and mental processes. We also consider ways in which psychology's methods and findings can be applied to the problems and possibilities of living. Psychology is a broad and diverse field, but there always are connections back to your own experience and observations. Please take some time to explore the (very long!) course [syllabus](#), and identify the best options available to you to learn and to demonstrate that learning.

 [Syllabus](#)
 [Lab assignments](#)

- 2 Click below for your discussion group.

 [Discussions for people with last names A-C](#)
 [Discussions for people with last names D-L](#)
 [Discussions for people with last names M-O](#)
 [Discussions for people with last names P-Z](#)
3 4 5 **Library Resources**
[Avoiding Plagiarism](#)
[Library Catalogue](#)
[Library Homepage](#)


QUESTIONS?
CLICK HERE FOR
LIVE CHAT

[PsycINFO](#)
[E-Reserves Lab](#)
[PsycINFO tutorial](#)
[A Dictionary of Psychology](#)
Latest News

[Add a new topic...](#)
 (No news has been posted yet)

Upcoming Events

There are no upcoming events

[Go to calendar...](#)
[New Event...](#)

Navigation bar of Windows Internet Explorer showing the address bar with the URL <http://moodle.upei.ca/course/view.php?id=463>, search engines (Google, del.icio.us), and various utility icons like Bookmarks, Check, AutoLink, and AutoFill.

Moodle course header for 'upei-moodle' and 'PSY383w08'. It includes a 'Switch role to...' dropdown menu and a 'Turn editing on' button.

Left sidebar menu with categories: People (Participants), Activities (Forums, Resources), Search Forums (Advanced search), and Administration (Turn editing on, Settings, Assign roles, Groups, Backup, Restore, Import, Reset, Reports, Questions, Scales, Files, Grades).

Weekly outline section containing several sub-sections: 'Final Files April 5th, 2008' with links to various final files; 'Course Outline and Information' with links to Class Outline, News forum, and Research Proposal Guidelines; 'Class Experiment' with links to Is it English?, Recognition Task 1, Recognition Task 2, and Class Experiment Results; and 'Reading Reactions' with a list of names: Megan Arsenault, Sarah Clark, Julie Fleming, and Mark Jackson.

Library Resources section with links to 'Avoiding Plagiarism', 'Library Catalogue', and 'Library Homepage'. It also features a 'QUESTIONS? CLICK HERE FOR LIVE CHAT' button and a list of 'Latest News' items with dates and authors.



Discipline and Course-Specific Resources

- Integrated into the courses and dynamically updated using an in-library developed “database of databases”

Navigation bar of Windows Internet Explorer showing the address bar with the URL <http://blade2.vre.upei.ca/dbofdb/main.html>, search engines (Google, del.icio.us), and various utility icons like Bookmarks, Check, AutoLink, and AutoFill.

- [Manage Databases](#)
- [Manage Categories](#)
- [Manage Subjects](#)
- [Manage Providers](#)
- [Manage Material Types](#)
- [Manage Format Types](#)
- [Manage Courses](#)

- [List Databases](#)
- [Create an RSS Feed](#)

Database Management Interface

Use the [links](#) at the left to manage Databases providers etc.



Navigation bar of Internet Explorer showing address bar, search bar, and menu items like File, Edit, View, Favorites, Tools, Help.

[Add or Remove Database link to Course] [Add or Remove Course Resources]

- [Manage Databases](#)
- [Manage Categories](#)
- [Manage Subjects](#)
- [Manage Providers](#)
- [Manage Material Types](#)
- [Manage Format Types](#)
- [Manage Courses](#)

- [List Databases](#)
- [Create an RSS Feed](#)

Select a Course To manage

PSY_383_A [Get Course]

Or
modify the course below.

Course ID: <i>A Course ID such as Bus_101_A</i>	PSY_383_A
Course Name: <i>Course Name such as Business 101</i>	Psychology 383
Course Description: <i>Course Description</i>	Psychology of Language
Course Department: <i>Course Department</i>	PSY
<input type="button" value="Save Changes"/>	

[\[Remove PSY 383 A\]](#)

Navigation bar of Internet Explorer showing the address bar with the URL <http://blade2.vre.upei.ca/dbofdb/main.html>, search engines (Google, del.icio.us), and various utility buttons like Bookmarks, Check, AutoLink, and AutoFill.

- [Manage Databases](#)
- [Manage Categories](#)
- [Manage Subjects](#)
- [Manage Providers](#)
- [Manage Material Types](#)
- [Manage Format Types](#)
- [Manage Courses](#)

- [List Databases](#)
- [Create an RSS Feed](#)

Add Databases to Course Psychology 383

- This Course is already linked to the following Databases:
- Web of Science Ranked at 2 [Remove Web of Science From the Psychology 383 Course](#)
 - PsycINFO Ranked at 1 [Remove PsycINFO From the Psychology 383 Course](#)

Click the Add to Course Button below to add this database to more courses.

Navigation bar of Internet Explorer showing the address bar with the URL <http://blade2.vre.upei.ca/dbofdb/main.html>, search engines (Google, del.icio.us), and various utility buttons like Bookmarks, Check, AutoLink, and AutoFill.

- [Manage Databases](#)
- [Manage Categories](#)
- [Manage Subjects](#)
- [Manage Providers](#)
- [Manage Material Types](#)
- [Manage Format Types](#)
- [Manage Courses](#)

- [List Databases](#)
- [Create an RSS Feed](#)

This Course (Psychology 383) already includes the following resources:

- **RefWorks** at url <http://rlproxy.upei.ca/login?url=http://refworks.scholarsportal.info/Refworks/login.asp?WNCLang=false> ranked at level 4 [Remove The Articulate Mammal From the Psychology 383 Course](#)
- **The Articulate Mammal** at url <http://rlproxy.upei.ca/login?url=http://site.ebrary.com/lib/upei/Top?channelName=upei&cpage=1&d=all&docID=10007383&f00=title&f01=subject&frm=adv.x&hits=A0%A0%A0%A0%A0Search%A0%A0%A0%A0&sor> ranked at level 5 [Remove The Articulate Mammal From the Psychology 383 Course](#)

Add a Resource to Course Psychology 383

Resource URL: <i>The URL</i>	<input type="text"/>
Name: <i>A friendly name to show</i>	<input type="text"/>
Description: <i>Optional Description</i>	<input type="text"/>
Include Description: <i>Include Description in output such as RSS Feeds</i>	<input type="checkbox"/>
Ranking: <i>Rank this resource</i>	<input type="text"/>
<input type="button" value="Submit"/>	

http://moodle.upei.ca/mod/forum/discuss.php?d=8191

del.icio.us TAG

Google G Go Bookmarks 118 blocked Check AutoLink AutoFill Send to

ENG101Nw08: Search Journal articles with G...

Google Scholar is a great search engine for searching academic references.

<http://scholar.google.com/>

Here is its OFFICIAL introduction:

<http://scholar.google.com/intl/en/scholar/about.html>

Quote:

"What is Google Scholar?"

Google Scholar provides a simple way to broadly search for scholarly literature. From one place, you can search across many disciplines and sources: peer-reviewed papers, theses, books, abstracts and articles, from academic publishers, professional societies, preprint repositories, universities and other scholarly organizations. Google Scholar helps you identify the most relevant research across the world of scholarly research."

I hope it helps if you are writing a term paper like me.

[Edit](#) | [Delete](#) |



Re: Search Journal articles with Google Scholar
by [Betty Jeffery](#) - Monday, 21 January 2008, 02:42 PM

When using Google Scholar you can quickly find out whether UPEI subscribes, in print or electronic format, to the publication in which the article appears. Just click on the [GetIt @ UPEI](#) link. In the example below, clicking on the title of the article takes you to a site where you will not be able to get a free copy of the article. However, if you click on [GetIt @ UPEI](#) you will be linked to a licensed database where you will be able to get the article (click on PDF full text towards the bottom of the screen). We can go over this when you come to the Library for a class session.

[Tobacco, Depression, and Lifestyle Choices in the Pivotal Early College Years - GetIt @ UPEI - all 6 versions »](#)

[BK Lenz - Journal of American College Health, 2004 - Heldref Publications](#)

... in lifetime Depression or anxiety affected academic performance **Stress** affected academic ... Sixty-five percent were **first-year students** and 35% were second-year ...

[Cited by 15 - Related Articles - Web Search - Import into RefWorks](#)

http://moodle.upei.ca/mod/forum/search.php?search=betty&id=389


del.icio.us TAG

Google G Go

Bookmarks 118 blocked Check AutoLink AutoFill Send to

PSY322A_F07: Search results

Jump to...

 learn@UPEI.ca

upeimoodle ▶ PSY322A_F07 ▶ Forums ▶ Search ▶ betty

betty Search forum

Advanced search

Search results: 2

 News forum -> Revenge Research Group #2 -> Re: Revenge Research Group #2
by [Betty Jeffery](#) - Monday, 15 October 2007, 07:49 PM

Hi, Kelly et al:

Let me give a few pointers about searching for information on "the relationship of time and revenge" question first, and then I'll address the other question in a separate posting.

When I go to the *PsycInfo Thesaurus*, two descriptors which appear to be potentially useful are: Time Perspective and Time Perception.

Time Perspective: Mental representation of temporal relationships or the capacity to remember events in their actual chronology. Also, one's outlook on the present, and/or future in relation to subjective qualities of time passage.

History Note To access references prior to 1978 use TIME PERCEPTION.

When using these descriptors, be sure to select either SU or DE in the Select Field drop-down box.

For the concept of revenge, use not only terms selected from the Thesaurus, but also lots of those great synonyms which have been listed in earlier postings. Don't forget to use truncation (e.g., *vindictive** will pick up the terms *vindictive* and *vindictiveness*). These terms can all be entered in one search box separated with the word "OR". This time you will be doing a Keyword search, so just leave the Select a Field at the default.

Hope these tips are useful.

Betty

(York's Micro Presence) Discipline and Course-Specific Resources

- Core Library Box
- Subject Research Guide
- Citation Guides
- eReserves
- RefWorks
- Academic Integrity
- Writing Resources
- Virtual Reference
- Forum (Ask a Librarian)

York University Libraries



York University Library Website

E-Resources: Find articles by subject, access eJournals and ebooks.

Library Course: Information and FAQs on doing research in the York libraries.

My Library Account: Check library account status and renew books.

Library Accessibility Services: provides transcription and facilitated library services to students with disabilities.

My courses

- AK/SOCI Y 4600 6.0 Sec A (Year 2007-08)
- AK/WRIT F 2000 3.0 Sec A (Fall 2007-08)
- AK/SOWK W 2050 3.0 Sec C (Winter 2007-08)
- AK/ADMS SU 4570 3.0 Sec A (Summer 2007-08)
- GL/POLS 4274 Migration and Citizenship
- GSMNRS SU 5100 Sec A (Summer 2007-08)
- HH/NURS 3040 3.0 Sec B & D (Fall 2007-08)
- HH/NURS W 3720 and 4720 3.0 Sec M (Winter 2007-08)
- HH/NURS W 4130 3.0/6.0 Sec N, T (Winter 2007-08)
- SC/BIOL F 3100 2.0 Sec A (Fall 2007-08)
- Moodle for students
- Moodle Features Demo
- Using Moodle

Topic outline

Welcome back to our Research Seminar web site!

And welcome also to Heather!

- [Course Outline](#)
- [Course Announcements](#)
- [Who we are - say 'hi' here!](#)

Please post your assignments in the drop-boxes below

- [Final Fall Term assignment - draft introduction to your research paper](#)
- [Question of the Week # 12](#)
- [Question of the Week # 11](#)
- [Question of the week # 10](#)
- [Describe an aspect of your project / midterm assignment that you would now do differently](#)
- [Submit your assessment of the helpfulness of the peer feedback you received](#)
- [Mid-term assignment for Ros to mark](#)
- [Post your mid-term interim report for automatic access to Peer Assessment](#)
- [Question of the Week #7](#)

General Resources

- [***Log in to RefWorks***](#)
- [New! Comparing research papers, literature reviews and document analysis](#)
- [Really useful research resources!](#)
- [Talking about research - a glossary of research terminology](#)
- [Talking about research - terminology, expressions, organizing structures](#)
- [Scholarship and citations - J. Morse 2006](#)
- [Writing a research paper](#)
- [Atkinson Writing Workshops](#)

1

Week 5 - October 10

Goals for today:

To bring together your work so far, and begin to explore the relations between research questions and research methods

- **Data management - annotating in Refworks**
- **Basic ideas about content/document analysis**
- **What kind of research question are you asking? Can it be answered with content analysis?**

[Question of the Week - 5](#)

2

Week 4 - October 3

Goal for the class

To help you develop the knowledge base and focus for your research topic by introducing tools and skills for managing and evaluating the resources you are reading.

Calendar

< May 2008 >

Mon	Tue	Wed	Thu	Fri	Sat	Sun
5	6	7	8	9	10	11
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26	27	28	29	30	31	

Global events
 Course events
 Group events
 User events

Library Resources

Social Science Subject Research Guide:

- [Indexes and Databases](#)
- [Encyclopedias and Dictionaries](#)
- [Web Guides](#)
- [Data and Statistics](#)
- [Biographical Information](#)
- [Associations and Organizations](#)

RefWorks:

- [RefWorks Workshops](#)
- [Group Code](#)
- [Using RefWorks & Write-N-Cite](#)
- [Importing/Exporting Citations](#)
- [RefShare](#)
- [Help](#)

Creating a Bibliography:

- [Footnotes, Bibliographies](#) [York Library web page]
- [APA Documentation Style](#) [University of Wisconsin]
- [A Guide for Writing Research Papers - based on APA style](#)
- [Online Citation Styles](#) [APA, MLA, Chicago]
- [Research & Documentation Center](#) [APA, MLA, Chicago, CSE]
- [Landmarks Citation Machine](#)

Help with Writing:

- [Academic Integrity Handout](#)
- [Academic Writing Guide](#)
- [Academic Integrity Tutorial](#)
- [Copyright Information](#)


Ask a Librarian



- [Ask a general question](#)

York's Micro Presence (contd.)

York University Libraries



York University Library

Search Catalogue

E-Resources: Find articles by subject, access indexes, databases, e-journals and ebooks

Library Course: Information and FAQs on doing research in the York libraries.

My Library Account: Check library account status, renew books, change PIN.

Administration

- Grades
- Activity report
- Edit profile *

My courses

- AK/SOCI Y 4600 6.0 Sec A (Year 2007-08)
- AK/WRIT F 2000 3.0 Sec A (Fall 2007-08)
- AK/SOWK W 2050 3.0 Sec C (Winter 2007-08)
- AK/ADMS SU 4570 3.0 Sec A (Summer 2007-08)
- GL/POLS 4274 Migration and Citizenship
- GS/NURS SU 5100 Sec A (Summer 2007-08)
- HW/NURS 3040 3.0 Sec B & D (Fall 2007-08)
- HW/NURS W 3720 and 4720 3.0 Sec M (Winter 2007-08)
- HW/NURS W 4130 3.0B.0 Sec N, T (Winter 2007-08)
- SC/BIOL F 3100 2.0 Sec A (Fall 2007-08)
- Moodle for students
- Moodle Features Demo
- Using Moodle
- AS/PHL 1000 A - TEL @ York
- HW/NURS4110M - Nancy Sangiuliano - TEL @ York
- Essential Software
- CST - New Faculty Teaching at York
- CST - Resources
- TEL Coordinating Committee
- York University Library Information Page
- Graduate Students in Nursing Library Information Page
- Rajiv Narain's Training Course
- MScN Mock-up
- Rob van der Blek Training Course (July 25th, 2007)
- All courses...

Topic outline

Welcome to the Biology 3100 Course Website

This website will provide you with materials presented during classes as well as research resources available at the York University Libraries.

As an electronic resource for BIOL 3100, this Moodle site is governed by all York University regulations pertaining to student conduct. DO NOT discuss answers to assignments or engage in any sort of communication that violates York University's policies on academic integrity - any actions in violation of these policies will be prosecuted.

This Moodle site is for library-related resources only. Check Prof. Quinlan's BIOL 3100 webpage (www.yorku.ca/quinlan/) for resources pertaining to assignments etc.

Post-Test Information Literacy Questionnaire for Biology 3100

- ### 1 First Session: Flow of Ideas in Science and the Publication Cycle

 - The Literature of Science and Medicine
 - Power Point slides for the first of three library presentations by Ilo Maimets (librarian). Describes the publication cycle in the sciences and outlines the different types of literature (Grey, Primary, Popular, Secondary, Tertiary) as well as how this literature can be accessed (controlled language, thesaurus, keywords).
 - Library Research in Biology -Class Outline and Assignment
 - This document was distributed in class on Sept. 17th. It outlines the objective of the class, the in-class assignment, as well as the assignment due Sept. 24th.
 - In-class Exercise Session 1: Article Comparison Chart
 - Worksheet for in-class assignment.
 - Critically Analyzing Information Sources
 - Handout to assist with in-class assignment.
 - Critically Analyzing Web-Based Information Sources
 - Handout to assist with in-class assignment.
 - Library Resources and Services
 - Information about the York University Library services for Biology students.
 - References for In-class exercise Week 1
 - List of articles used for in-class assignment. They can also be accessed through a Refworks shared file: <http://refworks.scholarsportal.info/refshare?site=010221091226630000/745113/BIOL3100>
 - ### Second Session: Formulating a Search Strategy, Library Catalogue, Biological Abstracts, RefWorks

 - Outline for Session 2
 - Handout and in-class assignment/exercises.
 - RefWorks Handout
 - Handout which will help with Assignment 2.
 - ### Third Session: Web of Science; Grey Literature; Government Documents

 - In Class Assignment
 - Article Evaluation in-class assignment.
 - Session 3 handout
 - Handout which discusses Web of Science; Grey Literature; Government Documents.
 - ### 2 Using the Library

 - Library Research Roadmap
 - This is a self-guided introduction to bibliographic research methods in the social sciences and humanities. It is aimed primarily at undergraduates and takes about twenty-minutes to complete.
 - How to Find Stuff
 - In 35 minutes you'll get all the basics on how to find scholarly books and academic journal articles on almost any topic. This tutorial requires a computer with speakers and RealPlayer.
 - Subject Research Guides
 - Use these to locate short lists of important resources (both in print and on the web) within a discipline. These pages are useful starting points for research.
 - Using the Library Catalogue (film clips)
 - Short film clips on finding resources available at York libraries using the library catalogue
 - ### 3 Database Guides

 - How to Find Journal Articles
 - A quick guide to finding journal articles at York University Libraries.
 - Finding Newspapers
 - Newspaper articles can be a good source of up-to-date information on virtually any topic. Learn how to track down Canadian and International newspaper articles.
 - Find it @York
 - Find it @York is a tool that will speed up your research process and increase its effectiveness by allowing you to connect more quickly to full-text when it is available.
 - ### 4 Writing

 - Academic Writing Guide
 - This Research Guide is a collection of websites (see right) with advice on various forms of academic writing. If you want some personal help you can visit York University's Centre for Academic Writing.
 - ### 5 Research Process

 - Academic Honesty Tutorial
 - The Academic Integrity Tutorial is designed to help you learn about issues of academic integrity.
 - ### 6 Help

 - Web Research Tutorial
 - The Web Research Tutorial helps you to learn more about how to use publicly-accessible web sites for research, from understanding what kind of information is freely available on the web to what kinds of search tools and techniques will help you get useful results, and how to critically evaluate and properly document what you find.

Search Forums

Advanced search

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■ Global events ■ Course events
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Ask a Question

Ask A Librarian CHAT REFERENCE

- Ask a general question
- Talk to a Science Librarian

Some Helpful URLs

York University Libraries

Steele Library Home Page

The NCBI - National Center for Biotechnology Information -Bookshelf

RefWorks

York University Biology Research Guide

University of Toronto Writing Centre -Lab Reports

Upcoming Events

There are no upcoming events

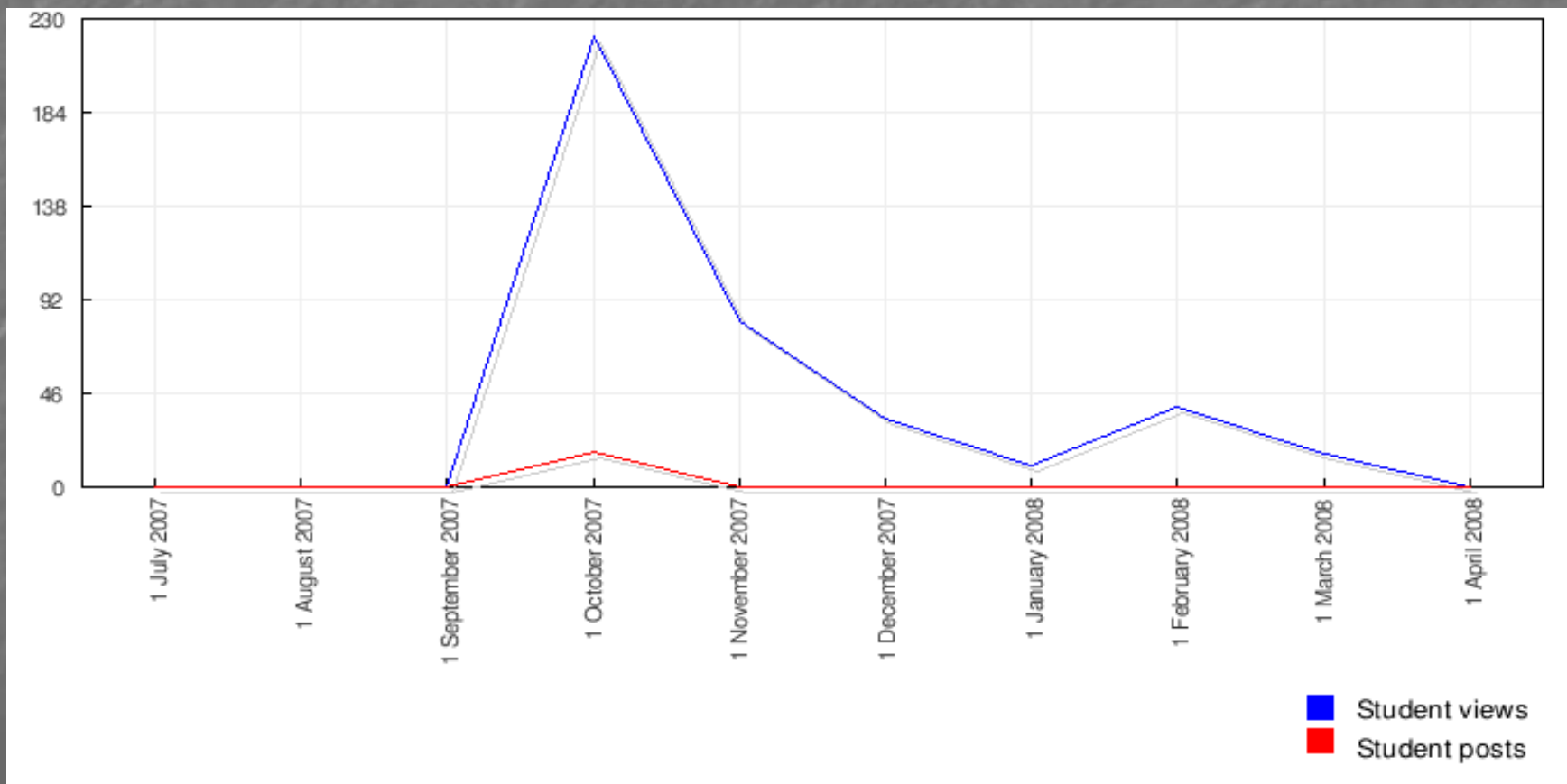
Go to calendar...
New Event...

Quantitative Feedback

- Put in place at beginning!

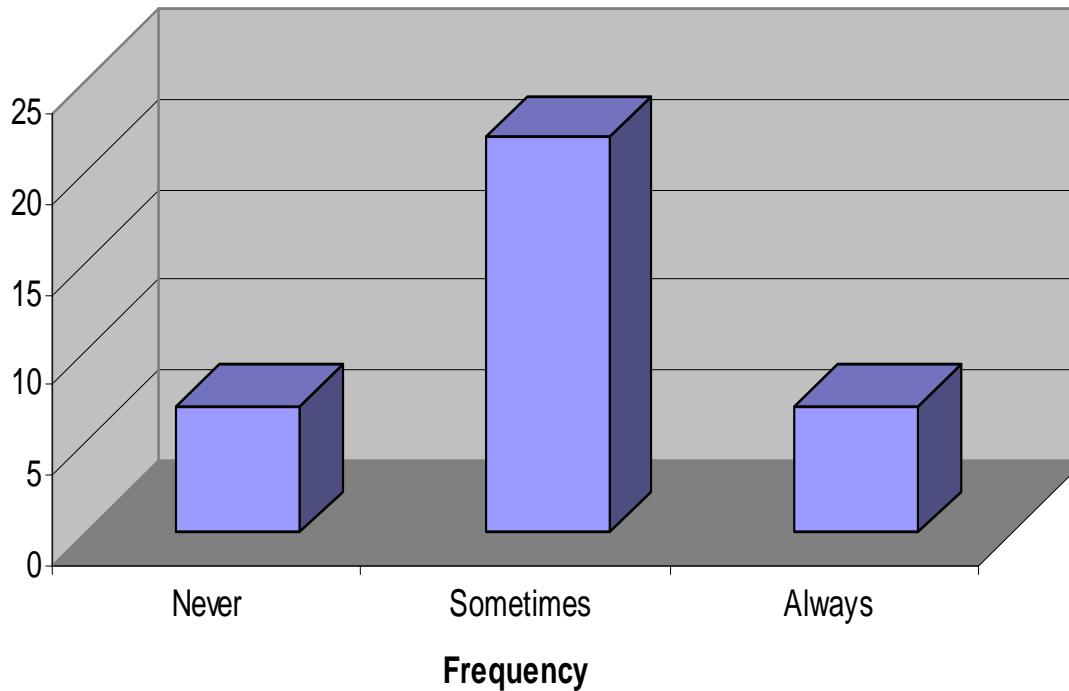
Results (York)

Views of York University Library Page



Moodle Biology Resources

Accessing Moodle Biology Resources



Qualitative Feedback

Do you think adding library resources in Moodle has been useful for your students?

- I was very pleased with the support I received from the Library under your guidance this term. The course improved enormously over the previous year due to Moodle, and engagement with library resources was a big part of this success.
- I think you are making it very easy for the students as compared to the old days!!
- Yes. I received positive comments [from students] about the availability of the materials
- I was delighted to be part of this testing project!

Comments/Suggestions for enhancing the library presence within Moodle?

- I think having the library block so visible on Moodle is excellent. I do not think you can do any better than that for enhancing the library presence.
- Perhaps the resources in this section could be bulleted or beefed up with colour or a distinctive library identity or photo background.

Some experiences

- Added resources as result of monitoring Moodle postings
- Some faculty decided to use Moodle as a result of the library pilot project; others had been considering Moodle, but the library pilot project was a persuading factor
- Resource for faculty new to Moodle
- Access to course syllabus, course materials, actual assignments and deadlines

Some results

- Great opportunity to integrate and “decant” our existing systems, resources, and services university-wide
- Continues and builds upon previous library involvement in the course, including supplementing in-class instruction by a librarian
- Provided the opportunity to forge new collaborations with departmental faculty and with other campus e-learning units

Some results (cont'd)

- Reinforcement of librarians as teaching partners
- Increased interaction with students
- Effective and cost-efficient use of institutional resources
- A way to reach those who may have been by-passing the library and going directly to the Web for their information needs

Why positive experiences?

- Good working relationships already established between librarians and departmental faculty
- Librarians already involved in teaching specific classes
- Librarians have academic status
- Librarian presence on teaching and e-Learning committees on campus

Next Steps (for UPEI)

- Catalogue search box (Macro)
- Subject Dictionary search box (Micro)
- Expansion of micro level to other courses

Qualitative Feedback (York)

- “Formative mid-term feedback I collected from the students showed that they valued the direct access to the research resources”.
- “I hope this year's BIOL 3100 offering can be utilized by librarians to widely advertise and highlight the teaching and research resources librarians have to offer to course curriculum”.
- “This course would have been much less useful if not for the time and resources I had to offer to the course”.
- “Thank you for your assistance. I showed the students the Moodle additions that night and they seemed pleased.”

Next Steps (for York)

- Library box automatically included in every course.
- RSS feed of Subject Research guides based on course code.
- Work/educate liaison librarians in using Moodle and providing online resources.

Last Word

7 Best Practices for Embedded Librarians:

- #1 Know your CMS and its administrators
- #2 Get a library link in the CMS
- #3 Go Beyond the Library Link
- #4 Don't Overextend Yourself –Recruit some help
- #5 Be Strategic with your Time and Course Selection
- #6 Be an active participant in the class
- #7 Market Your Service

(York & Vance, 2008)

Discussion Points

- What challenges and opportunities for accessing the CMS exist on your campus?
- What successes have you experienced?
- What future plans are you laying for your CMS?

More Information

- ILI-L Discussions
A variety of discussions about librarians and CMS have taken place on this list. Search the list archive at <http://lists.ala.org/www/arc/ili-l>
- Lib-Ereserves
Expanded to include discussion about CMS.
- OFFCAMP-L, a list for off-campus and distance librarians.
- Off-Campus Library Services Conference (once every two years)
- MoodleMoot (York University, August 21-23, 2008)

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