University of Tartu Library
Information Literacy MOOC - summing-up

Kadi Kass
Vilve Seiler
Lilian Neerut
Signe Bachmann

"Open Science, Open University and Open Mind"

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Information literacy defined

“To be information literate, a person must be able to recognize when information is needed and have the ability to locate, evaluate and use effectively the needed information.”

Why information literacy?

• Information literacy as a transferable key competence
• Information literacy is important for employability
• Information literacy is important for lifelong learning
What is MOOC?

Massive Open Online course
“the courses are open to one and all, and have no physical limitations because they are completely digitized and accessible over the Internet with no barriers.”

MOOCs in University of Tartu

https://www.ut.ee/en/current-students/moocs
Why us?

10 years of experience in online teaching

• Curriculum-integrated credit courses for university students
• A course for secondary school teachers and students
• A course for librarians

New - MOOC for everyone
Tere tulemast, head õppijad!


Alustuseks lugege kursuse tutvustust ja õpjuhist, siis teate, mis teid kursusel ees ootab ja kuidas edasi tegutseda. Iga nädala all leiata õppematerjalid, testid, foorumid ja tegevusjuhised.

Soovime talle tulemuslikke infootsinguid!

Kursuse tuitorid Kadi, Lilan, Signe, Vilde

- Kursuse tutvustus ja õpjuhis
- Õpikeskkond Moodle‘i juhised
  - Teated õppijatele (uudistefoorum)
  - Üldised küsimused ja vastused
- Infopädevuse kursuse konspekt
MOOC team

Vilve Seiler
Information Literacy Coordinator

Signe Bachmann
Subject Librarian

Lilian Neerut
Head of the Department of Subject Librarians

Kadi Kass
Subject Librarian
Course objectives

• To introduce quality information resources accessible over the Internet;
• To provide knowledge and skills for searching for information needed for research;
• To provide skills for critical evaluation of information sources and for avoiding plagiarism.
4 weeks, 1 EAP

- Preparation for information search. Principles of systematic information search
- Search in Estonian databases
- Search in EBSCO databases. Google and Google Scholar
- Evaluation of information sources. Ethical use of information. Plagiarism
Course organization

Learning materials and videos
Self-tests
8 graded tests
4 discussion forums
Advertising the course

- E-letters to all schools
- Newspapers (Tartu Postimees, Õpetajate Leht)
- University of Tartu information channels
- Facebook
- Libraries
- UT Library web page
Whom did we expect and who did come?

Main target group – secondary school students, teachers, librarians

Course participants -
librarians, teachers, kindergarten teachers, secondary school students, students, bank employees, administrative staff (secretaries, etc.), public officials, pensioners
Participant statistics

372 participants

242 completed the course

25 in the first week

Percentage of graduates 65%
Challenges in course preparation

• Videos
  http://panopto.ut.ee/Panopto/Pages/Viewer.aspx?id=2df38d99-acbe-4eed-b759-bfd4d48a9d55

• Graded Tests

• Time management
Challenges in teaching the course

• Need for quick answers to the participants’ questions
• Need for revising the tests
• High answering speed of some participants
Expectations of course participants

• To master and improve or to freshen up information search skills
• To get familiar with databases and search engines
• To find support in supervising their own student research
• To learn to evaluate information sources and to avoid plagiarism
• To get familiar with e-learning
What did the learners like?

- Tests
- Subjects covered in the course
- Flexibility
- Learning videos and other learning materials
- Structure and systematic approach of the course
- Forums
- Rapid feedback, helpful and friendly tutors
- Everything
What should be changed in the course?

- Make the tests more difficult
- Make the tests easier
- Use more videos
- Use less videos
- More tasks to be solved
- Less tasks to be solved
Lessons learned

• Time management

• Test questions must be formulated as unambiguously as possible

• Learning materials are never fully completed

• It should be said already in the introduction to the course that knowledge of English is needed for fulfilling some tasks

• In general - the course was effective and there is no need for radical changes.
Thank you!

lilian.neerut@ut.ee
signe.bachmann@ut.ee