From Database Dumps to Top-Notch Teaching Tools: Designing Targeted Research Guides with Users in Mind

Liz Johns | emjohns@jhu.edu | @emjohns1988
Librarian for Education at Johns Hopkins University
Baltimore, MD
While you’re waiting...

Choose a research guide that you want to develop or redevelop. You’ll use that guide as a focus for today’s activities.

Submit the name/topic of the guide in the poll.

Respond to Poll:

Web: Go to pollev.com/lizjohns

Text: Text LIZJOHNS to 22333.
Then text the name of your guide.
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GOAL

To take a logical, evidence-based approach to LibGuides content development.
Learning Objectives

- Utilize Mayer’s SOI model to develop user-centered, pedagogically sound research guides.
- Organize content in a research guide based on logical and evidence-based needs.
- Critically analyze content and structure of a pedagogically sound research guide.
Today

- Intro to Constructivist Learning Theory
- Intro to the SOE Model
- Developing/Redeveloping Guides Using the SOI Model
- Q&A
Constructivist Learning Theory

Learners can construct meaning from well-designed instruction.
### Key Features of Constructivism

<table>
<thead>
<tr>
<th>Feature</th>
</tr>
</thead>
<tbody>
<tr>
<td>Emphasis on big concepts</td>
</tr>
<tr>
<td>Learning is interactive, builds upon what student already knows</td>
</tr>
<tr>
<td>Process is as important as the product</td>
</tr>
</tbody>
</table>
Big Concepts
Interactive
Product + Process
Constructing new Information

- New information
- Retention
- Transfer
Who’s Who

Learner
Sense-maker

Instructor
Cognitive Guide

Instructional Designer
Creates meaningful learning environments
Mayer’s SOI Model

Select → Organize → Integrate
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or
Open poll in your web browser
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Activity: Audiences

Activity 1: Define Audience(s)

On index cards, write down the different audiences for your guides.

One audience per card.

- Ed.D Students
- Education Faculty
- Non-education students doing education research
Activity: Audiences

Activity 2: Prioritize audiences

Label each audience:

↑ Most frequent
* Most important
! Most needy
↓ Possible audience, less of a focus.

Ed.D Students

Education Faculty

Non-education students doing education research
Top 3-4
Pick 3-4 audiences.  
Who will you design for?
Mayer’s SOI Model

Select  Organize  Integrate
SOI Model: Selection

Resource/Content Selection
**Activity 3: Select Resources/Content**

Complete the chart

<table>
<thead>
<tr>
<th>Most important</th>
<th>Most frequently used</th>
<th>Most asked about</th>
<th>Most important to you</th>
</tr>
</thead>
<tbody>
<tr>
<td>-ERIC</td>
<td>-ERIC</td>
<td>-Google Scholar</td>
<td>-ERIC</td>
</tr>
<tr>
<td>-Education Journals</td>
<td>-Education Journals</td>
<td>-ERIC</td>
<td>-Education Journals</td>
</tr>
<tr>
<td>-PsycINFO</td>
<td>-PsycINFO</td>
<td>-JSTOR</td>
<td>-PsycINFO</td>
</tr>
<tr>
<td>-SocAbs</td>
<td>-Google Scholar</td>
<td>-Catalyst</td>
<td>-SocAbs</td>
</tr>
<tr>
<td></td>
<td>-ERIC</td>
<td>-DSM5</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>-Psychological Tests</td>
<td></td>
</tr>
</tbody>
</table>

Activity 4: Map Resources to Audiences

Ed.D Students
- ERIC
- Google Scholar
- SocAbs
- Education Journals

SOE Faculty
- ERIC
- JCR
- SocAbs
- PsycINFO

Non-education students doing education research
- ERIC
- PsycINFO
Anything not mapped?
Set it aside.
SOI Model: Organization

Create an outline
Activity 5: Rapid Design

Create an outline for your guide (traditional outline, wireframes, drawing, etc.)

Does not have to follow your current organization and structure.

Include notes about headings, format, graphics.
SOI Model: Integration

Help the learner make sense of the material
Add meaning

Think: What more is needed?

Examples?
Images?
Models?
Captions?
Multimedia?
Reflect & Analyze

Ensure your guide is strong
Activity 6: Discuss

1. Pair up.
2. Partner 1 explain outline.
3. Partner 2 ask questions, make suggestions.

**GOAL:** Understand the *why* of the design.

Switch. Four minutes per person.
SOI Tips

Specific ways to select, organize and integrate
Select

Highlight the most important info for the learner

- Keep guides focused
- Pick a reasonable scope
- Eliminate irrelevant info
- Be concise
- Provide a summary
Select

Highlight the most important info for the learner

- Headings
- Italics/Boldface
- Bullets
- Visuals/graphics/icons
- Repetition
- White space
- Captions
Less is More
Organize

Arrange information into a coherent form.

- Determine a logical structure
- Use outlines and bullets, rather than large chunks of text
Organize

Arrange information into a coherent form.

- Graphical representations
- Signal words
- Headings
Integrate

Put information together with enhanced techniques.

- Cue prior knowledge
- Illustrations with captions
- Animation with narration
- Examples
3
Rules of Three
Retention + Transfer

Students should not only remember, but be able to apply new knowledge.
Create Evidence-based Guides

Use your library’s **data** and **statistics** to determine audiences and resources.

Use **research-based best practices** to organize and integrate information.
Disclaimer

This is not the only learning theory that can be used to develop online learning tools.

It is a theory; not a fact. Use methods that work best for you.
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Questions?

emjohns@jhu.edu
@emjohns1988
elizabethmariejohns.com