**Workshop Objectives**

By the end of this workshop, participants will be able to:

* Reflect on the lessons learned about technology skills evaluation and staff technology training at West Vancouver Memorial Library
* Begin work on developing a technology skills assessment tool
* Begin work on developing a lesson plan
* Have a toolkit of resources to support future work

**Agenda**

9:00 – 9:30: Welcome & Introductions

9:30 – 10:00: The West Vancouver Memorial Library experience

10:00 – 10:45: Developing the Tool

 Curriculum Planning

10:45 – 10:55: Break

10:55 – 11:50: Lesson Planning

11:50 – 12:00: Questions

**Sources for Technology Skills**

You don’t have to start from scratch when creating a technology skills inventory. Here are a number of different resources to assist with planning and development.

**West Vancouver Memorial Library Technology Skills Inventory** [pdf]

<http://wvml.ca/TechSkillsInventory>

The pdf export of our SurveyMonkey survey.

**ALD Tech Mentoring: Technology Skills Survey** <https://sites.google.com/site/aldtechmentoring/home/skills-survey>

A list of questions to rate your confidence on.

**Denver Public Library Core Staff Technology Competencies**

<http://www.webjunction.org/documents/webjunction/core_staff_technology_competencies_Denver.html>

A document that breaks down skills into groups of what different types of staff should know. Useful for deciding what staff should answer what questions.

**Epharata Public Library Technology Competencies** [pdf]

<http://lgdata.s3-website-us-east-1.amazonaws.com/docs/2617/581554/EPL_Technical_Competencies.pdf>

Not an online survey but a very well developed list of skills, how they are demonstrated, and what tools are available for training.

**Webjunction: Competencies**

<https://webjunction.org/explore-topics/competencies.html>

Tips, documents, and archived webinars.

**Sources for Lesson Plans**

You don’t need to start from scratch when creating lesson plans for staff training. Here are a number of places to find templates and inspiration.

**The Toolshed**

 <http://toolshed.thealbertalibrary.ab.ca/>

This is a shared resource between Alberta and BC libraries. Get guides, powerpoints, videos, webinars and more to build on or use as is.

**Ephrata Public Library Technology Competencies**

<http://ephratapubliclibrary.libguides.com/content.php?pid=287082&sid=2361818>

This libguide serves as an entire course for the library’s technology competencies program.

**Southern Ontario Library Service: Training Resources for Library Staff** <http://www.sols.org/index.php/develop-your-library-staff/professional-information-a-z/237-develop-your-library-staff/professional-information-a-z/develop-your-library-staff-profinfo/training-profinfo/1162-training-res-staff>

This is an annotated list of websites and programs for library staff training.

**Webjunction**

OCLC’s Webjunction has a host of amazing resources available.

**Create and Deliver Training**:
<https://webjunction.org/explore-topics/create-deliver-training.html>

**Manage Staff Training**:
<https://webjunction.org/explore-topics/manage-staff-training.html>

**Dealing with Data**

Sometimes data analysis and creating effective questionnaires can be a little intimidating. Here are some tips and resources to help you get started.

**Open-ended questions**

If you are asking for people’s opinions it is good to use an open-ended question to allow them to fully express their experience or opinion. But when looking to describe the results, it can be difficult. A good method to use is to categorize the answers into groups.

* Example: You might categorize responses to a question like “In what ways do you feel the training sessions could be improved?” into sets such as: “more follow-up activities”, “smaller groups”, etc. This allows you to see trends and display the results.
* Some survey software includes word frequency measures and similar tools to quantify narrative data
* Note: Sometimes one written answer may fit into multiple sets.

**Stay simple when looking at results**

Often you only need descriptive statistics to define and display your survey results – no need to include long tables of data. Some common ones include:

* **Average or Mean** tell you the overall tendency, the general standard
	+ Example: “Overall confidence is 75%”
* **Range** tells you the range of responses across all respondents
	+ Example: “Staff rated their skills in this area from 2.7 to 4.1 on a scale of 1 to 5”
* **Median** tells you the exact middle response out of all responses and can be a useful alternative to an average, which can sometimes be distorted by a few outliers
	+ Example:“While the average confidence is 75%, the median response is 66%”
* **Cross-tabulations** let you compare answers or filter responses.
	+ Example: look at answers from a single department, or look to see what the gender breakdown is for those who chose Pepsi over of Coke.

**Displaying data**

Charts and graphs help display data in a meaningful way at a glance. Many people take in complex data more effectively when it’s presented visually. In general:

* **Vertical bar charts** use the vertical axis for “how much” and the horizontal axis for “what” when comparing groups of responses. Be sure to use averages or means.
* **Horizontal bar charts** are useful when you have more than 6 categories to compare because they make reading the chart easier; vertical and horizontal axes are switched.
* **Pie charts** are useful when looking at how a single “dimension” or thing breaks out, like a population.
* **Line Charts** are useful for showing trends over time.

**Resources for Data Analysis**

Here are some resources we think give a good overview of how to present your data effectively.

**FluidSurveys: How to use 6 basic charts to create reports:**

<http://fluidsurveys.com/blog/using-charts-report-effectively/>

**SurveyMonkey: How to analyze survey results**

<http://help.surveymonkey.com/articles/en_US/kb/How-to-analyze-results>

**University of North Texas Libraries: Statistics for Librarians**

Part 1 of 4: <http://www.youtube.com/watch?v=GtgDk5y4CHo> [57 minutes]

**SurveyGizmo: The challenge of analyzing open ended questions**

<http://www.surveygizmo.com/survey-blog/the-challenge-of-analyzing-open-ended-questions/>

**Online Survey Tools**

Here are a number of online survey tools that can be used when building your own Technology Skills Inventory. We have provided mostly Canadian tools, since offshore-hosted services may present challenges if you are collecting personal data.

**Fluidsurveys**: <http://fluidsurveys.com/pricing/>

This popular Canadian survey tool offers a free basic account. For unlimited questions, unlimited responses, advanced question logic and analysis the monthly price is $49 – special pricing is available for non-profits and government institutions.

**Google Forms**: <https://support.google.com/drive/answer/87809?hl=en>

This free solution has no advanced logic or analysis, but you can have unlimited questions and responses.

**Interceptum**: <http://interceptum.com/pa/en/online-surveys>

This bilingual Canadian survey tool has lots of options. It is a bit slow, and options for customization and reporting appear to be limited. For unlimited questions, unlimited responses, advanced question logic and analysis the monthly price is $25.

**Simple Survey**: <http://www.simplesurvey.com/>

Another Canadian survey tool with bilingual options. For unlimited questions, unlimited responses, advanced question logic and analysis the monthly price is $25.

**SurveyMonkey**: <https://www.surveymonkey.com/pricing/>

This is not a Canadian-hosted service, but is popular and very easy to use. For unlimited questions, unlimited responses, advanced question logic and analysis the monthly price is: $29

**More survey tools can be found here**: <http://www.bdc.ca/EN/solutions/smart_tech/tech_advice/free_low_cost_applications/Pages/internet_survey_tools.aspx>

**Learning Approaches**

These are some of the general approaches to learning that we’ve experimented with, together with some suggestions about how they work best. Note that this list is not exhaustive and these approaches are not mutually exclusive – a combination of approaches will make your instruction even more effective.

|  |  |  |
| --- | --- | --- |
| **Approach** | **Examples/Variations** | **Works well when...** |
| **Group Instruction** | SeminarsWorkshopsHands-on TrainingDemonstrations | * Groups can be easily brought together
* Active learning is incorporated
* Instruction is expert-led (staff or outside experts)
* Important to have clear, consistent communication
 |
| **Self-Guided** | Book-basedDocumentationOnline tutorialsWebinarsOnline courses | * Learners are independently motivated
* Staff are spread out geographically
* Topics are highly specialized or of interest to only a small number
 |
| **Application & Practice** | HomeworkScheduled timeSimulations  | * Concepts or techniques are new and need to be incorporated into daily work
* Concepts are complex and multifaceted
* Supported by supervisors
 |
| **Learning Networks** | Train-the-trainerPeer tutors | * Skills and confidence are uneven among a staff group
* Skills or techniques are new or very different
* Staff feel a need for one-to-one support and encouragement
* Skills or techniques need to be adopted quickly
 |
| **Informal Learning** | Lunch & LearnToursField trips | * Staff are personally interested in the subject
* Content has applicability beyond work life
* Content is perceived as highly relevant
 |

**Instructional Techniques**

Here are some basic instructional techniques you can use in your lesson planning. For each technique there are endless variations – work can be instructor-led or participant-led, individual or in pairs or groups, private or shared, personal or content-focused. You can use handouts, post-it notes, flipcharts or other props. Experiment! See what works.

|  |  |  |
| --- | --- | --- |
| **Technique** | **To do it well..** | **Change it up!** |
| **Lecture**Expert conveys information and ideas | Break it upProvide structureGive clear, appropriate examplesUse props, visuals, handouts | Let the participants teach the content |
| **Brainstorming**Group shares ideas spontaneously and without judgement | Record accuratelyThere are no bad ideas!Hold discussion until afterward | Have participants record ideas on post-its first |
| **Buzz Groups**Small groups discuss and report out on aspects of a topic | Give clear instructionsManage timeFocus reporting out on key pointsChange groups up periodically | Group people randomly or intentionally |
| **Large Group Discussion** Group shares knowledge, opinions, ideas, experiences on a topic | Use clear questionsDebrief with additional informationCorrect erroneous informationGive participants time to think  | Use a round-robin strategy to ensure everyone shares their thoughts |
| **Simulation** Participants act out a scenario, then follow up with discussion | Make it safeGive people things to look forCall it practice or simulation, not role play! | Instructor can perform role play with learners commenting |
| **Case Study**Participants review a situation/event and discuss  | Give learners time to think it throughQuestions should guide thinking | After initial discussion, add new information – “now, what would you do...” |
| **Demonstration**Expert shows how to perform a process or demonstrates a skill | Give time for practiceGive time for practiceGive time for practiceEnsure everyone is following | Have participants demonstrate their learning |

There are lots more ideas – panels, debates, games, individual activities, etc.

**Lesson Plan Outline**

**My topic is:**

**By the end of this workshop, learners will be able to:**

**Learning Approaches:**

**Ideas for Application & Practice:**

**Lesson Plan Outline**

This is the basic format we use when planning a workshop – feel free to use or modify it according to your needs!

**Learning Objective: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

|  |  |  |
| --- | --- | --- |
| **Time** | **Content** | **Technique/Materials** |
|  |  |  |