

DePaul University

From the Selected Works of Jessica Alverson

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Leveraging Campus Partnerships and Creating Library Advocates

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Available at: https://works.bepress.com/jessica_alverson/S/

Audience Poll

Please go to this URL and vote!

<http://bit.ly/dpupoll>

Achieving Collaborative Advantage: Leveraging Campus Partnerships and Creating Library Advocates

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DePaul University Libraries

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DePaul Faculty Instructional Technology Services

Session overview

- Background
- Collaborative projects to-date
- Benefits
- Blueprint + tips

A firsthand account



"Alan Young". (March 22, 1962). AP Photo Archive.

The myriad settings....



The players....

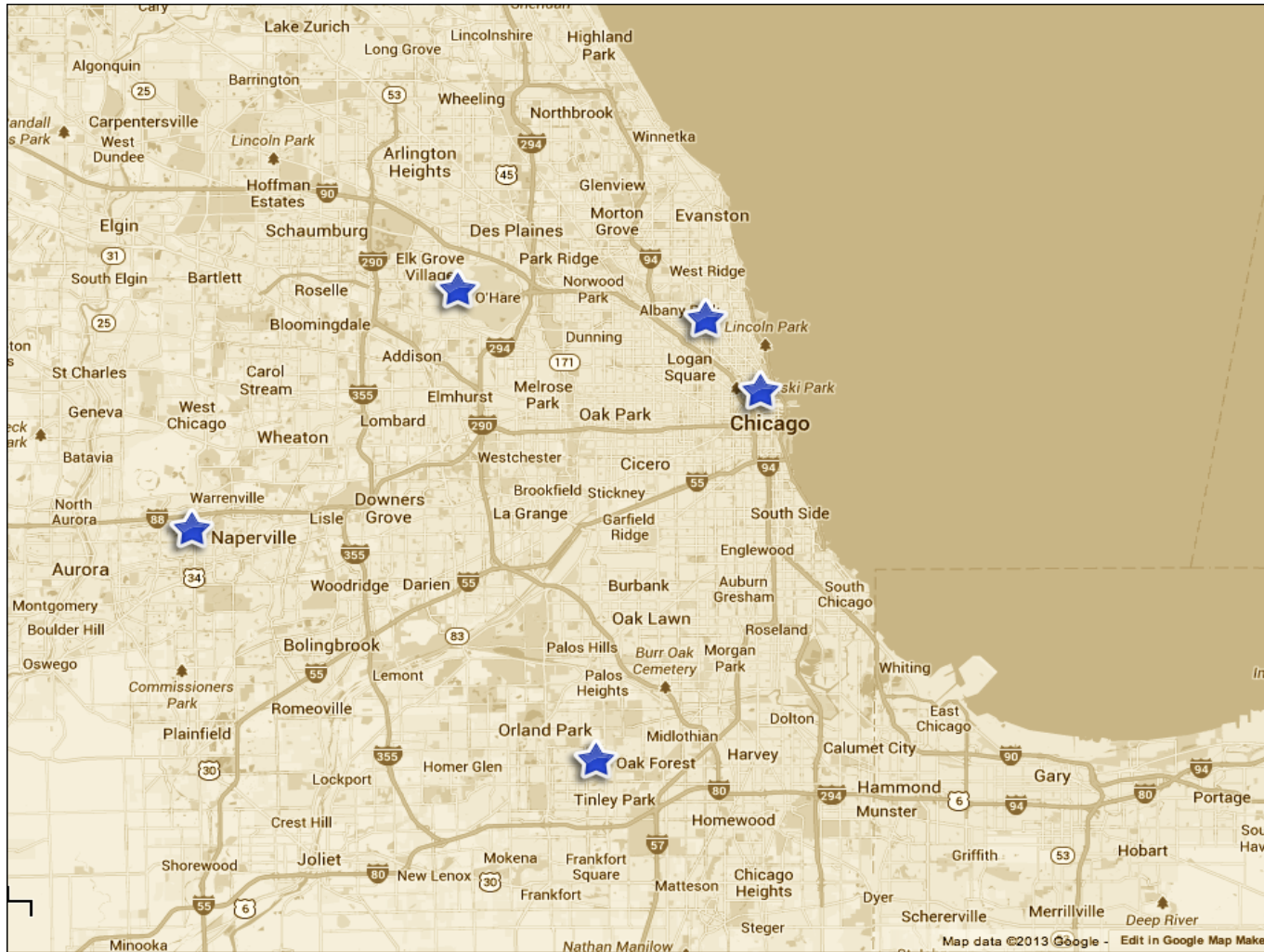
DePaul University Library + FITS



Faculty Instructional Technology Services (FITS)



Challenge: Varied geographies



Challenge: Different schedules

Send

HTML

Appointment

Scheduling Assistant

Start:

Tue 4/16/2013

3:30 PM

End:

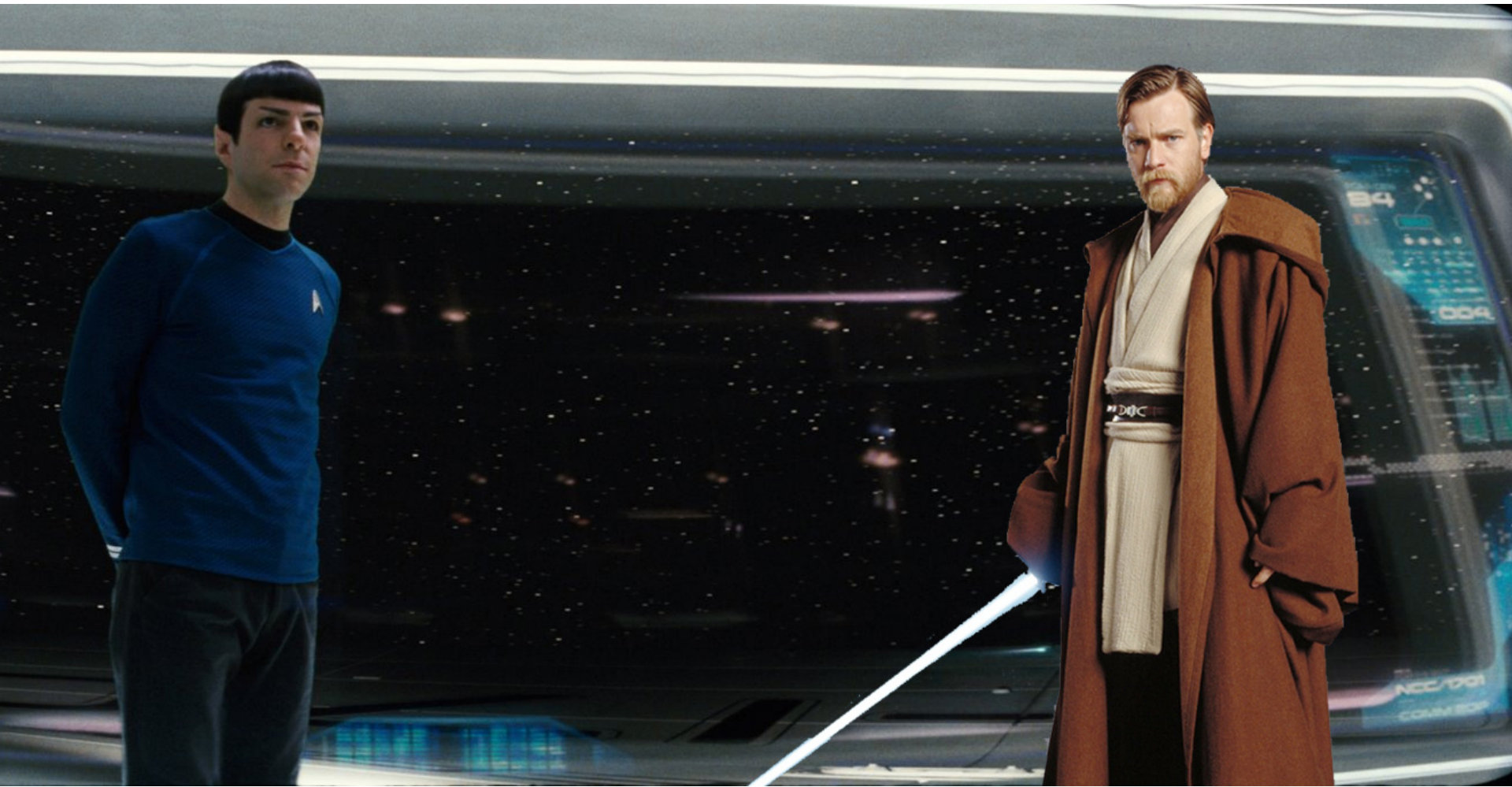
Tue 4/16/2013

4:30 PM


☒ Show only working hours

	Wednesday, April 17, 2013	Thursday, April 18, 2013
	8:00 AM	8:00 AM
Select Attendees		
Alverson, Jessica		
Lefager, James		
Daniels, Kate		
Add a name		

Challenge: Different cultures



Challenge: And some history....



“Collaboration also means consorting with the enemy.”

-- Mintzberg

Photo from: <http://www.berliner-mauer-gedenkstaette.de/en/>

The start of a relationship....



http://www.boston.com/bigpicture/2009/11/the_berlin_wall_20_years_gone.html

Collaboration can be a pain in the ass.

--Mintzberg

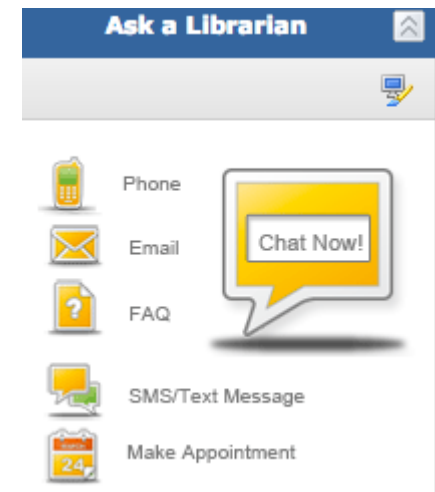
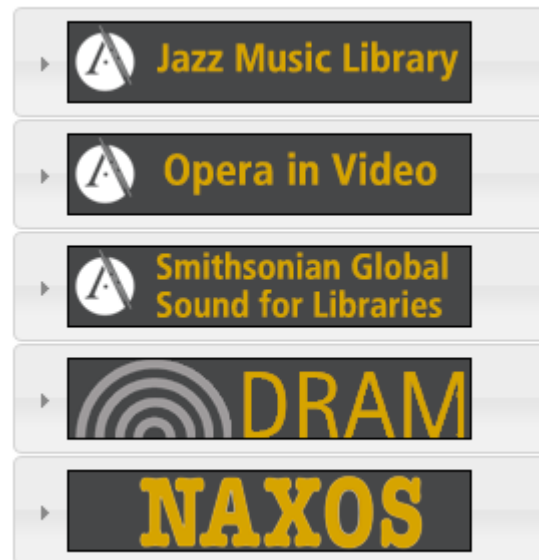
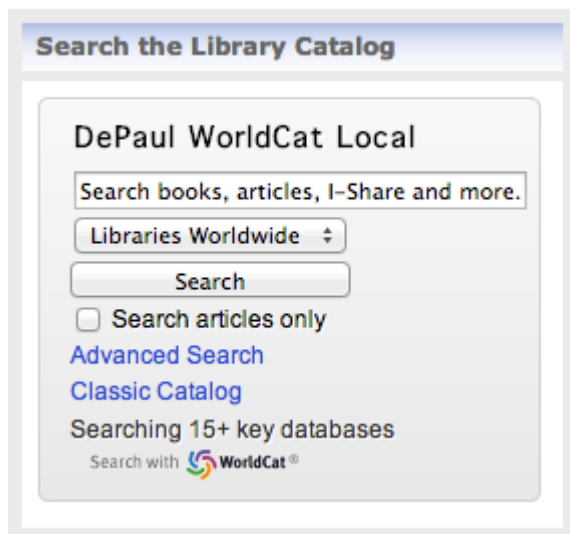
Why is collaboration important?

*Rather than solidify alternatives and lock us into either/or situations, collaboration allows us to avoid unnecessary compromise or domination, and to use integration and synthesis to **invent third ways**.*

--Mary Parker Follett
(as paraphrased by Mintzberg, et. al)

Library widgets in D2L

We have created a series of library widgets that allow instructors to add library tools and content to their course pages in our learning management system - D2L.



Embedded online tutorials

The screenshot displays a web application interface for a nursing course. The top navigation bar includes links for COURSE HOME, CONTENT, ATTENDANCE, CHAT, CHECKLIST, CLASSLIST, DISCUSSIONS, DROPBOX, GRADES, GROUPS, QUIZZES, and SURVEYS. The main content area is divided into two sections: a sidebar on the left and a main content area on the right.

Left Sidebar:

- Nursing Library Tutorials** (orange header)
- [Nursing Librarian: Chris Parker](#)
- [Brainstorm Keywords](#)
- [How to Choose a Database](#)
- [Getting to Know the Nursing & Medicine Research Guide](#)
- [Using Background Information Resources for your Nursing Research](#)
- Top Resources for Nursing and Medicine** (purple header)
- Top Resources for Nursing and Medicine** (light blue header)
- Use these Librarian recommended resources for starting your research.
- CINAHL Plus with Full Text
 - Health Source: Nursing/Academic Edition
 - PubMed
 - PsycInfo
 - Health & Psychosocial Instruments (HAPI)
 - SAGE Knowledge
 - Credo Reference

Main Content Area:

- Role Switch** (purple header)
- Current Role:
- News** (orange header)
- Video Player:** A video player showing a handwritten note on lined paper. The note reads: "Discuss the ethics associated with providing Human Papillomavirus vaccinations to children....". Below this, a table is drawn with a vertical line and a horizontal line. The left column contains the words "ethics", "ethical", and "ethically". The right column contains "Human papillomavirus". The bottom row contains "vaccinations", "vaccines", and "vaccinating" in the left column, and "children" and "children's" in the right column.



The Mobile Learning Initiative started as a working group featuring members from different departments to explore mobile solutions and support faculty interested in integrating mobile into their courses.

Mission

MoLI identifies and recommends effective mobile learning solutions to DePaul faculty.

In addition, MoLI evaluates select implemented solutions and contributes resultant research to the field of mobile learning.



Goals

- Make DePaul's online learning materials as accessible as possible on mobile devices
- Use mobile devices to create new kinds of learning activities
- Provide resources to help instructors use mobile devices to enhance their teaching and their students' learning
- Participate in global discussion on mobile learning

How molli Works

- Meets bi-weekly
- Initiatives and projects drive agenda
- Uses collaborative technologies





Accomplishments

DEPAUL

Teaching Commons

[Course Design](#) ▶

[Technology Resources](#) ▼

[Desire2Learn \(D2L\)](#)
[ePortfolios@DePaul](#)
[D2L vs. Digication](#)
[Campus Connection](#)
[Course OnLine \(CDM\)](#)
[Clickers](#)
[Blogs & Wikis](#)
[Games & Simulations](#)
[Surveys & Forms](#)
[Classroom A/V Equipment](#)
[Plagiarism Detection](#)
[Technology Training](#)
[Technology Support](#)
[Teaching Online](#)
[Mobile Learning](#)

› Home › Technology Resources › Mobile Learning

MOBILE LEARNING

WHAT IS MOBILE LEARNING?

The term “mobile learning” can be applied to any learning activity that utilizes a mobile device (defined here as smartphone, tablet, or cell phone), from a simple text message to a sophisticated augmented reality experience. Mobile learning seeks to utilize the near ubiquity and unique capabilities of mobile devices to make course materials available to students wherever they are, and to create new kinds of learning experiences. Mobile learning is not merely shrinking your course on to a phone--it's about creating opportunities for students to take it with them into the world.

[What's Unique About Mobile Devices? \(Show\)](#)

[But Not All Students Have iPhones or Androids! \(Show\)](#)

MOBILE LEARNING EXPERIENCES

<http://teachingcommons.depaul.edu/>

Future Projects

- . Integrate library research guides into D2L
- . Mobile library instruction

Benefits of Collaboration



http://www.123rf.com/photo_10982792_win-win-strategy-concept--white-chalk-writing-on-a-small-slate-blackboard-isolated-on-white.html

Improved Departmental Communication



Expanded Networks: Connectivism



Members reach across departments to gain access to new information and resources

Principles of Connectivism

- Learning and knowledge rests in diversity of opinions.
- Learning is a process of connecting specialized nodes or information sources.
- Learning may reside in non-human appliances.
- Capacity to know more is more critical than what is currently known
- Nurturing and maintaining connections is needed to facilitate continual learning.
- Ability to see connections between fields, ideas, and concepts is a core skill

Expanded, Shared Knowledge Base

- **Currency**

(accurate, up-to-date knowledge) is the intent of all connectivist learning activities.

- **Decision-making is itself a learning process.**

Choosing what to learn and the meaning of incoming information is seen through the lens of a shifting reality. While there is a right answer now, it may be wrong tomorrow due to alterations in the information climate affecting the decision.

How the Library Benefits

- Increased awareness of new resources
- The upside to “other duties as assigned”:
Participate in designing learning activities for courses
- Increased PR for the library and mobile
- Backstage passes to the LMS

Learn New Ways of Working



The Value of Informal Learning Discussion



Before You Collaborate: Questions to Ask

- Is there value for both parties?
- Are all members genuinely interested? (No extra pay!)
- Is there enough time for everyone to meet conveniently and regularly?
- Is one team member willing and able to function as project manager?
- What is the project timeline?
- Will the project succeed if any players exit?



Blueprint for For Your Own Collaboration

- Short-term project ? Long-term collaboration?
- Agree on mission and specific goals first
- Determine source of financial support
- Determine how the collaboration will mutually benefit participants
- Aim for a balanced membership and a complement of skills (interpersonal, problem-solving, technical, etc.)
- Discuss allocation of hours and expectations with your supervisor (may not be immediate or tangible deliverables)

Simply stated:

*With energy, commitment, skill,
and continual nurturing, you can
achieve collaborative advantage.*

- Huxham and Vangen

Works Consulted

Mintzberg, H., Jorgensen, J., Dougherty, D., & Westley, F. (1996). Some surprising things about collaboration--knowing how people connect makes it work better. *Organizational Dynamics*, 25(1), 60-71.

Wood, D. J., & Gray, B. (1991). Toward a comprehensive theory of collaboration. *The Journal of Applied Behavioral Science*, 27(2), 139-139.

Huxham, C. & Vangen, S. (2005). *Managing to collaborate: the theory and practice of collaborative advantage*. New York, NY: Routledge.

Katzenbach, J.R. & Smith, D.K. (1993). The discipline of teams. *Harvard Business Review*, 71(2), 111-120.

Questions?

Contact us!

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FITS: <http://fits.depaul.edu>