

# MEETING THEM WHERE THEY LIVE

## Developing an online training & assessment program for student employees

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*Training student employees to work in Access Services can be a time consuming process, particularly when faced with training, assessment and feedback for student employees working at multiple service points on different campuses. Our Access & User Services department employs over 80 student employees each semester. The student employees work shifts throughout the day (24 hour operations) in eight library locations. Scheduling training sessions and tracking progress was becoming arduous. For these reasons we designed an online training and assessment program using Blackboard that incorporates instructional design principles. Our goal was to streamline the training process, and ensure that student employees were receiving the training and feedback they need to be successful in customer service, library policy and procedures, and information literacy skills.*

### Why online?

- Over 80 student employees
- Multiple service points across campus
- Different supervisors at each location
- 24 hour operations
- Student employees spend more time online
  - Texting
  - Social media
  - Blackboard

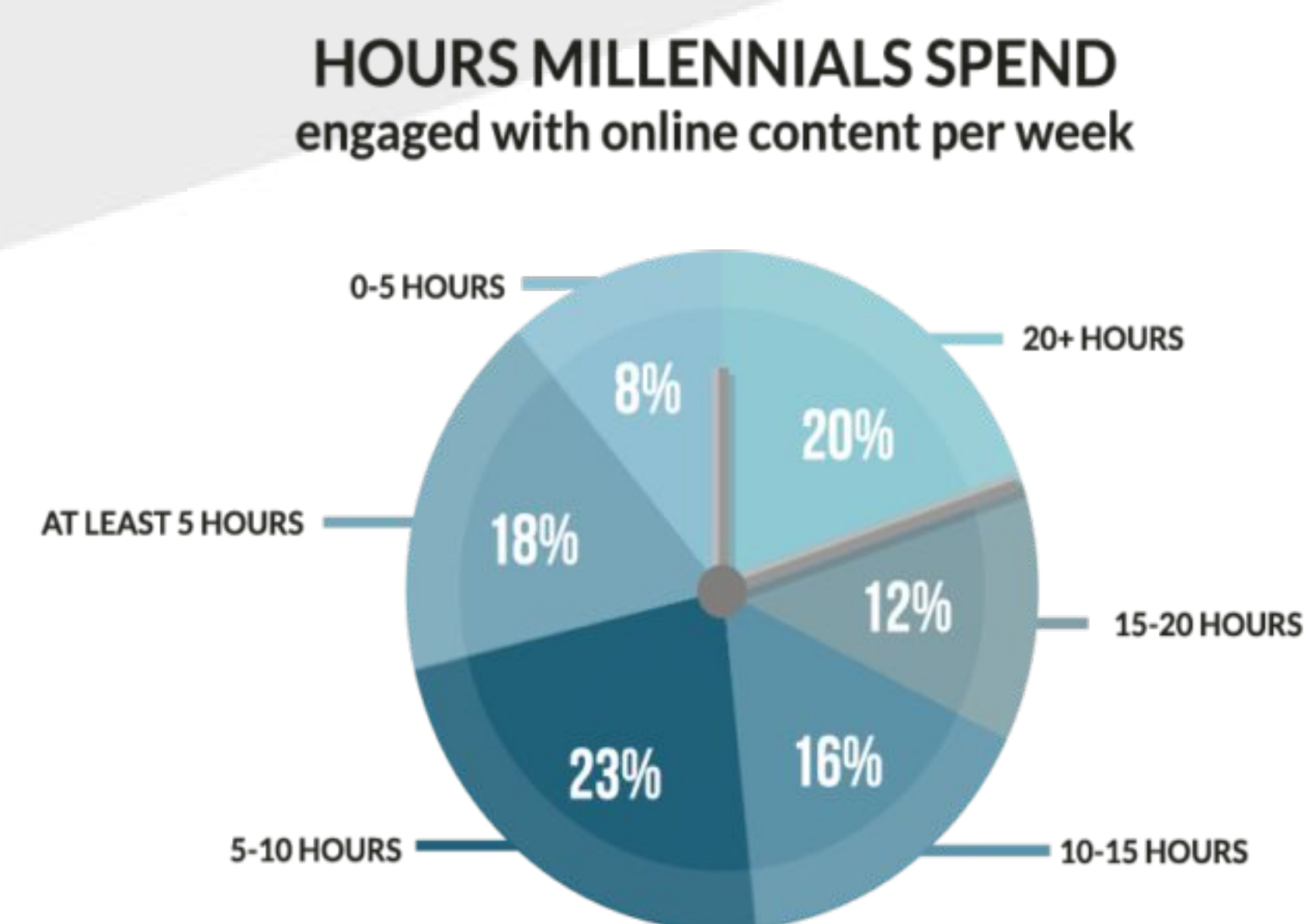


Image courtesy: Millennial Content Consumption Fact Sheet (2016)

### Goals

- Uniform student employee training
- Accelerated development of skills
- Active learning
- Assessment
- Improve student employee retention

### Bonus

- Strengthen information literacy skills
- Improving our patrons experience

### Suggested best practices

- Use varying types of instruction to appeal to different learning styles.
  - Screencasting
  - Videos
  - Hands on exercises
- Investigate the types of tools to create content.
  - Camtasia, emaze, Screencast-o-matic, Prezi
- Some video formats may not work well in every browser. Consider uploading videos to YouTube or Vimeo and embedding content. Attach the original file as a back up.
- Include feedback from staff and students.
  - Beta test content and assessments with colleagues or select student employees
  - Request feedback on level of difficulty, ease of use, relevance, errors and improvements
- Plan to add and revise content frequently.
- Separate content between new student employees and returning ones.

### VARK Learning Styles

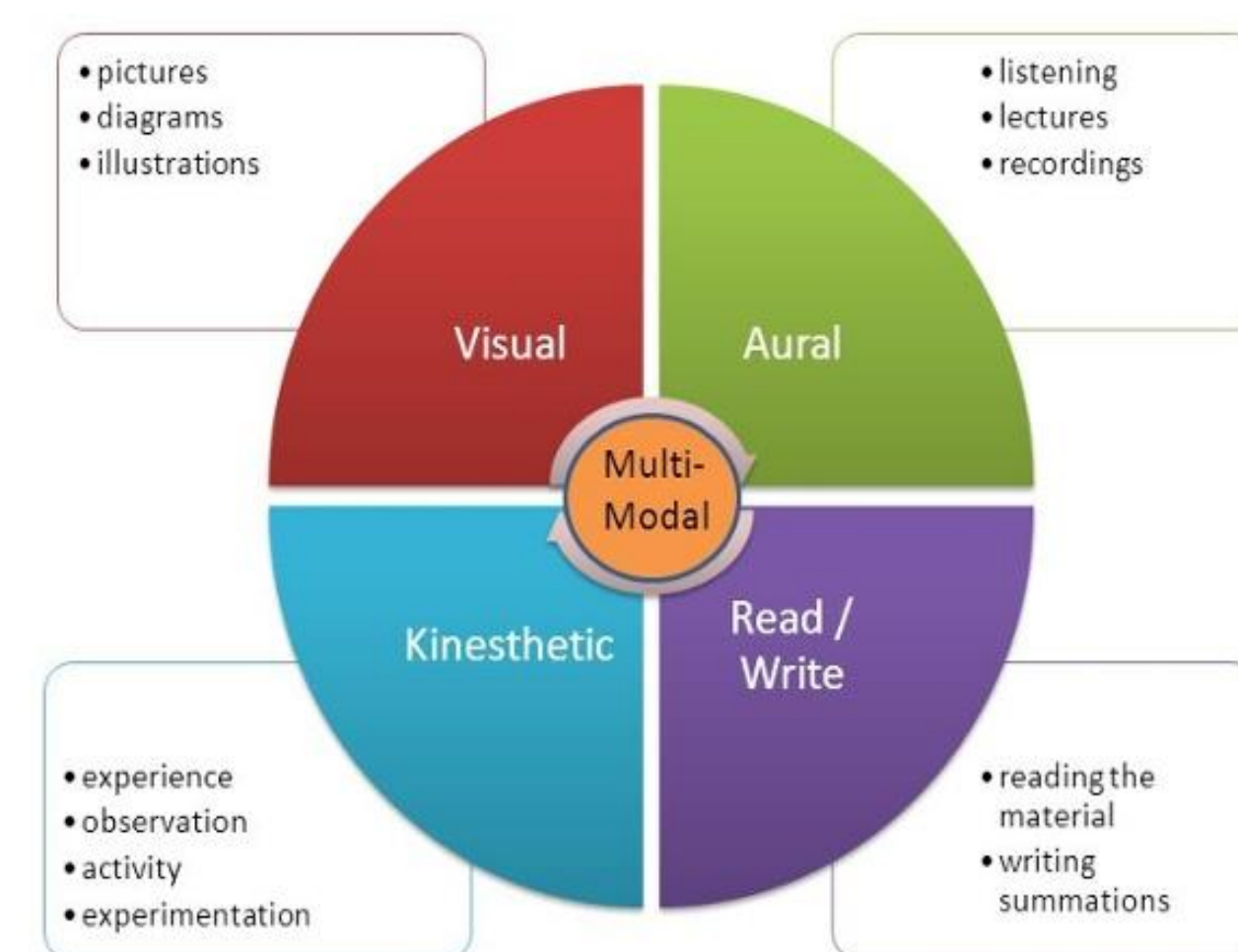


Image courtesy: VARK (2016)

### Building a training platform with a CMS

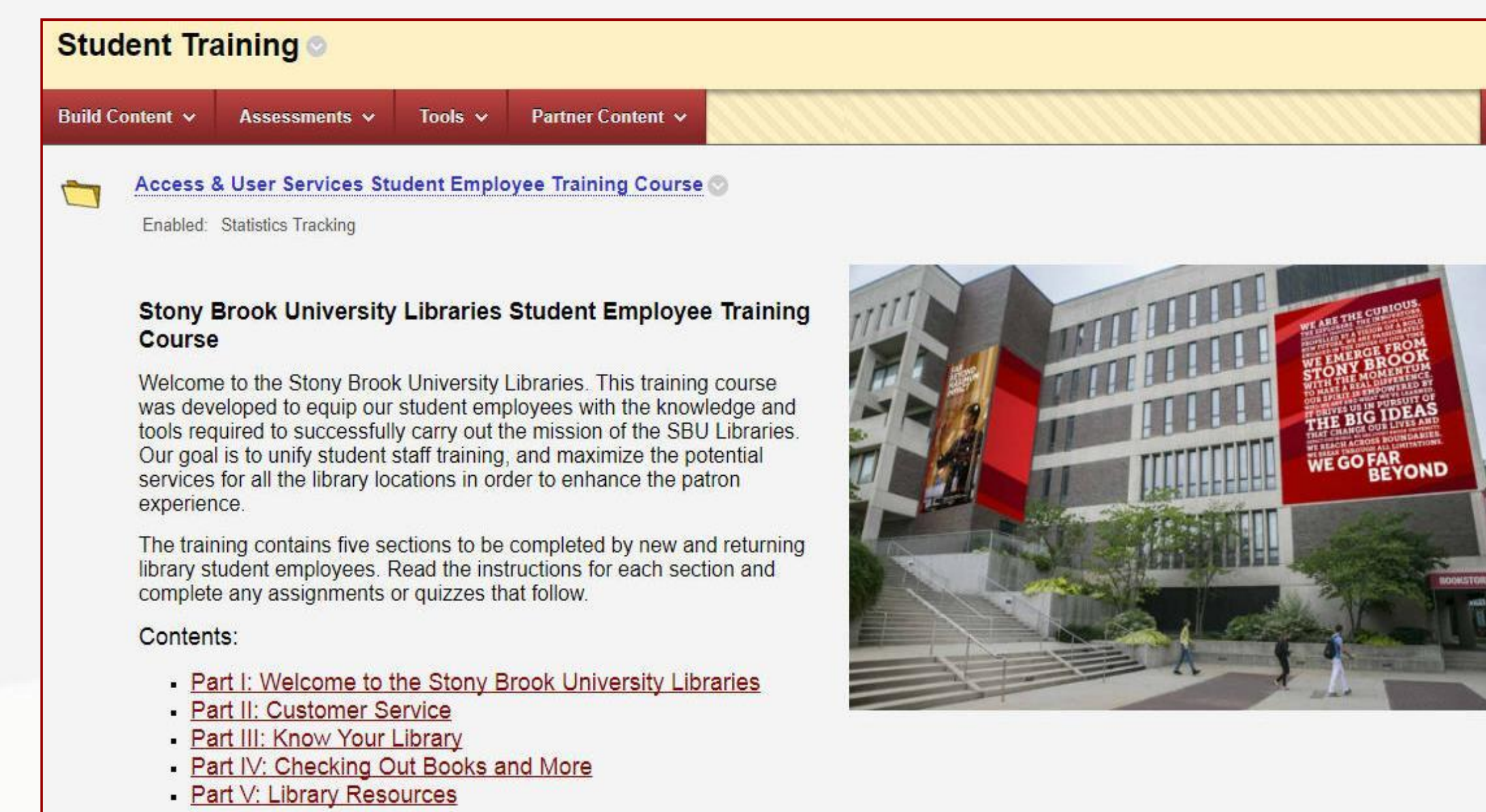
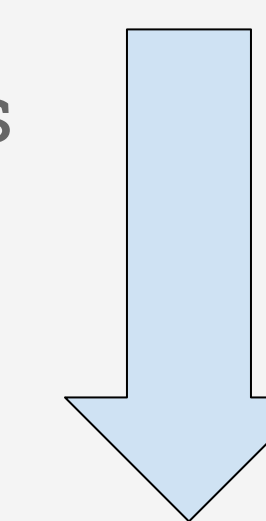
- Identify the goals of the training
- Draft a content outline
  - What topics will be covered?
  - What type of assessments will be used?
  - What tools will you use to make the course dynamic and engaging?
- Learn to use the CMS
  - Watch online tutorials
  - Attend a workshop or class
  - Set aside time to explore and test the functions
- Identify the tools to be used
  - Budget funds for subscriptions
  - Develop content
  - Record tutorials & screencasts
  - Develop instructions and assessments
- Procedures
  - Have clear, simple procedures for implementing the training
  - How are new student employees added to the CMS?
  - When will they work on the modules?
  - What to do if student employees are not successfully completing training?



Images courtesy: Emaze, TechSmith, Blackboard Learn, Inc.

### The training modules

- Access & User Services policies and procedures
- Customer service skills
- Learning about your SBU Libraries
- Using the ILS, library accounts and statistics
- Searching the catalogs and databases



### The soft launch

#### Summer 2017

- Beta test with seasoned student employees & staff
- Gather feedback from supervisors, team leaders and students
- Make corrections and revisions

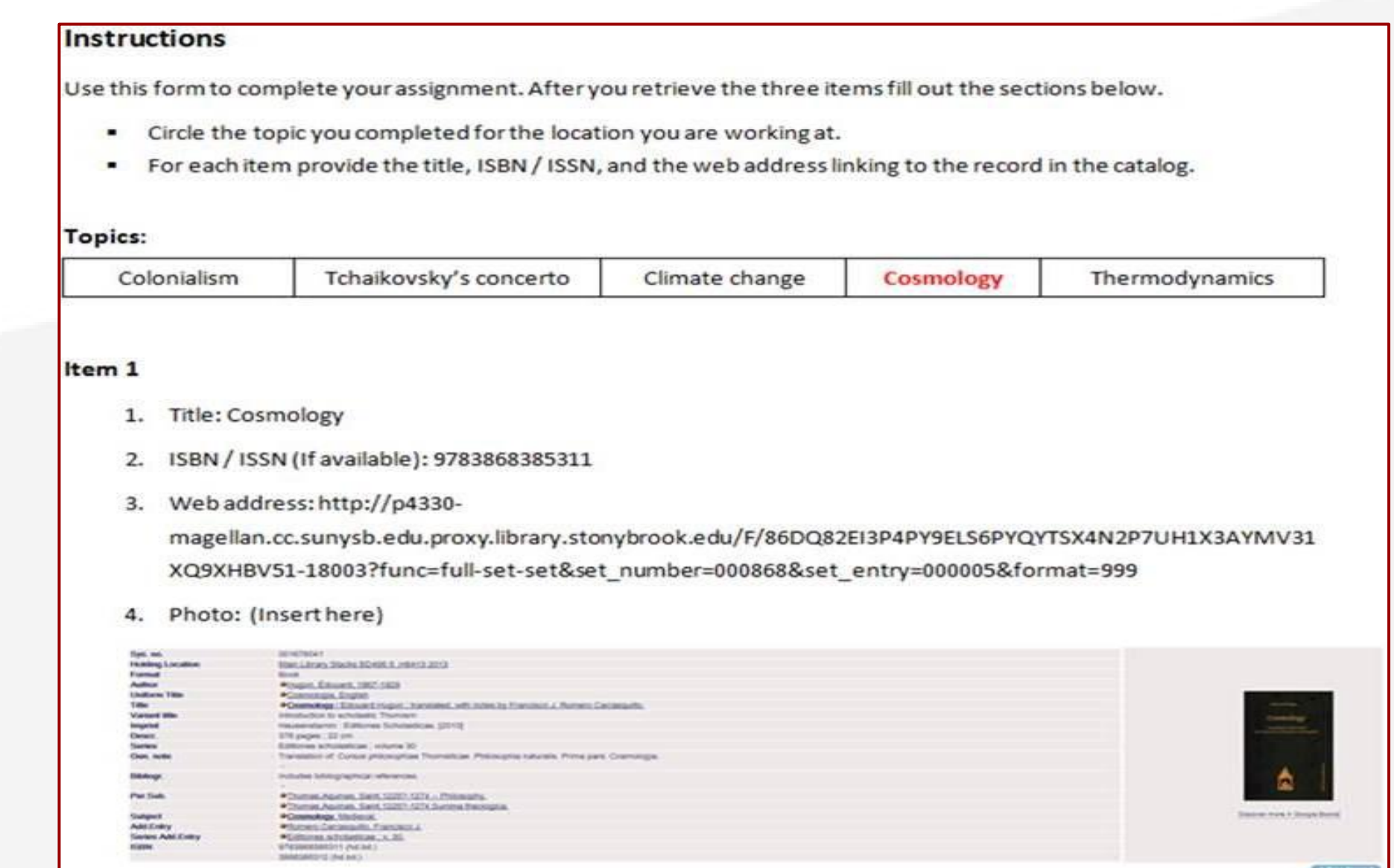
#### Fall 2017

- Full implementation of the CMS training
- Monitor and assess student staff progress

### The assessment

#### Focusing on different learning styles

- Quizzes
  - Multiple choice
  - True/false
  - Short answers
- Assignments
  - Active learning
  - Tactile / visual



### Blackboard grade center

- Track student employee progress
- Assess skill development
- Identify problem areas

