

Collaborative Training Seminar - DRAFT

Background:

The Information Systems and Digital Access division (ISDA) has been working in teams on special projects since last October. Members of the IT-Skills working group are working to identify and implement training in the near term to address gaps in technology training. The team has discovered that it is important to understand learning styles differ from person to person and we hope to learn a little bit about how the library staff members prefer to receive training in technology. In order to combine the need to assess the skills needed along with training styles that best suit the majority of staff, we are developing an idea that will move the project forward while giving us feedback on training needs and styles

Some environmental factors have contributed to the proposed training style, including:

- a shortfall of classroom training space that is both conveniently located and available as needed
- basic technology skills training opportunities require long stretches of training time, such as three or four hour stretches
- exploration of the idea of providing flexible training opportunities that can adapt to the needs and learning styles of the participants

Instructional Method:

We propose the idea of a collaborative training seminar that combines group work, optional partnerships and feedback forums with independent learning that can be self-paced. The framework for this seminar will span the course of a month. Participants will meet with the course facilitators at the beginning of the training period. This will be an opportunity to talk about the process of the training and to ask questions that will clarify how the collaborative method works. Participants will be given a training manual created and supplied by the OIT and will be asked to work through the first half of the document independently or with a partner who is also enrolled in the class for two weeks, on a self-guided timetable. A meeting will be scheduled for the half-way point in the training, and in the interim support can be obtained from the Support Center in DCNS (see below). At this half-way point, the IT-Skills team would like to receive feedback from participants not only on questions about the training materials, but also about the structure of the course, what is working and what isn't, what can be changed to improve delivery, etc. It is with the feedback from participants that we can reshape or redirect the course to meet the needs of library staff.

Following the mid-point meeting, participants will be dismissed again to complete the training document. Again, questions can be addressed with training partners or with the help of the DCNS Support Center staff. Participants will re-convene at the end of the second two week period to discuss again how the training was received, and whether it is a successful method of training **[we need to discuss**

success factors—do we ask staff to define their own? Do we have expectations defined?]

Participation:

The participants will self-identify or have the opportunity recommended to them by their supervisor. If the training request is self-initiated, the supervisor should be apprised and requested to approve the time it will take the staff member to complete the training. For maximum effect, participants are encouraged to have a project or problem in mind that will be addressed by the training. Supervisors are encouraged to work with the participant to assign project that will utilize skills both during and after training.

Feedback and Support:

Sandi Collins and Sandy Stellema in DCNS will be available to respond at arranged times or by email to questions that may arise during the independent work.

It is asked that the participants will complete *at least* one half of the materials by the mid-point of the month, i.e., March 15. The group will agree to meet again for an opportunity to ask questions in a group setting. This will be a brief session. For the pilot period of this training, we will provide light refreshments and the opportunity not only to ask questions about the materials in the training guide, but also time to reflect upon the method of instruction: strengths, weaknesses, barriers, etc. A final session of one hour will occur on or around the last day of the month, i.e., March 31. This will be a session in which we seek to determine if the format is appropriate for learning the material, if the material is appropriate to meet the basic needs of staff technology, does the training afford the opportunity to learn the skills as they apply to the context of the work.

DCNS is able to provide workstations with appropriate software in an out of the way location of their office on 11th floor. The purpose of the workstations will afford the registrants time away from their desk that will be more focused and less likely to be interrupted by phone calls or impromptu meetings, and will provide scheduled time to learn just as would occur at a class offered in a classroom elsewhere.

Marketing:

Communication of the seminar availability is important. We plan to do this through the following venues: LAM – to obtain supervisor understanding of the methodology, intent and to gain their buy-in for their staff time; LTD – registration can occur through the LTD website; DCNS newsletter – this can serve as an advertising and documentary forum in which we can note the successes of the program as it evolves. Supervisors are encouraged to find ways to use the skills that have learned through this course.

Outstanding questions:

1. W1080: File Management – It's a topic that frequently generates questions. Some people are still using the "Classic" XP interface (NT) rather than the regular XP interface, so we'll need to think about the differences. –sc
 - a. Document available at:
<https://www3.nd.edu/%7Edoc/Windows/W1080s.pdf> --login required
 - b. We talked about this conundrum at our Feb. 17 meeting and determined that the differences could be part of the question / feedback that staff could refer to DCNS or their training partner. If we acknowledge there are some differences in the interfaces during the introduction, we might be able to get folks to adapt and learn concepts versus workflow steps.--mh
2. Need supervisor support for time to work on this type of training. I think that Andy and Laura agreed to initiate this through the LAM email list.
 - a. Where does this stand presently? Do we need to have the collaborative training information fleshed out more than what we have in draft form above? Laura? Andy?
3. Develop resource list for who can support each document / training session.
 - a. Is there anyone on the IT-Skills team besides Sandi Collins who is willing / able to help field questions that might arise from the W1080 File Management document?
4. Establish our learning objectives for the exercise as a team. What do we want to learn?
 - a. What type of training is suited for most staff?
 - b. What type of training is needed by most staff?
 - c. To what degree is the self-guided, collaborative training model effective? In what way does it fail?
 - d. Others?
5. Establish learning objectives for the staff:
 - a. From the document itself:
 - i. In this class, you will learn intermediate-level features of Windows. Specifically, you will gain hands-on practice with how to:
 1. Use advanced file management features
 2. Use advanced options from the Start button and taskbar
 3. Create shortcuts for quicker access to applications and files
 - ii. Do we as a support staff in the Libraries have other objectives?