

Guide on the Side Final Report – Douglas College

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HOW OFTEN DID YOU USE THE SYSTEM DURING THE PILOT?

I started playing with it at the beginning of the pilot and again a few more times over the course of these last months. We actually at the same time managed to have GOTS installed locally on a server here at Douglas College.

HOW MANY USERS DID YOU HAVE TESTING THE SYSTEM?

I had our Information Literacy Librarian, Alicia Arding look at it and she created a guide for a product that we have using both LibWizard and Guide on the Side. The comparisons below are a result of her work with the two platforms

WHAT TYPES OF ACTIVITIES DID YOU TRY IN THE SYSTEM?

I created a few examples with images and questions. I also put links to regular and popup tutorials in Blackboard to test if there were any issues and there were none. I experimented with copying other tutorials to see how easy it is to share resources. It is very doable but labor intensive.

WHAT PARTS OF THE SYSTEM DID YOUR USERS LIKE? DISLIKE?

The interface is not attractive and the navigation is clumsy. The only dislike from Alicia is that you can't use still images like PowerPoint as your active view.

On the positive side, the interface is simple and very easy to use. Also there are workarounds for problems like issues around https for GOTS whereas there have been technical issues for databases with LibWizard and we haven't been able to work around.

Alicia prefers GOTS content view over LibWizard because you are able to see all of the content at once for GOTS whereas LibWizard it segmented making it difficult to do this. This makes it more difficult to edit and rearrange content in LibWizard.

In LibWizard you can only put in one statement for all the wrong answers while GOTS allows you to put a different statement in for every wrong answer. LibWizard is better for being able to insert an assessment quiz part way through a tutorial whereas GOTS only has the quiz at the end.

HOW COULD THIS APPLICATION BE USED IN A TEACHING AND LEARNING CONTEXT?

We would use it as a pre-assessment tool prior to library classes. We would also use it for integration of information literacy in online courses. GOTS is good for creating teaching

moments with asking questions because you can indicate a reason why answers are wrong for all the incorrect options.

WERE THERE TECHNICAL ISSUES WITH THE SYSTEM DURING THE SANDBOX PROJECT?

There were no technical issues for Douglas in the Sandbox project. However, I did have some technical issues with our installation here at Douglas College and these were resolved with better communication with our IT department about our needs in working with this tool.

WERE YOU ABLE TO FIND SUPPORT INDEPENDENTLY (IE FROM A USER COMMUNITY OR OTHER OPEN RESOURCES, LIKE WEBSITES AND BLOGS) WHEN YOU EXPERIENCED ISSUES?

Yes, through Google groups and the documents on the GOTS site at the Univ. of Arizona. As well, I contacted Graham Sherriff at the University of Vermont, who have some great GOTS tutorial, about using their tutorials as open educational resources. He said that “a small working group of UVM librarians is working on several aspects of our online tutorials, including writing a policy on how we make them available to other GOTS users. Applying CC licenses will certainly be one of the options we consider.” University of Fraser Valley is also using GOTS and installed it last summer and they have been very supportive as well.

WHAT ADVICE WOULD YOU HAVE TO OTHER INSTITUTIONS WHO MIGHT BE CONSIDERING USING THIS SOFTWARE?

For live interactive tutorials using websites, the ease of creation through GOTS is an easy and quick method to create a tutorial. LibWizard is preferred for a more complex interactive tutorial where multiple types of resources such as embedded videos, images/screenshots and live content are required. However, we don't really own our content in LibWizard because it is reliant on a subscription. The bottom line is GOTS is easy, simple and free.

Moving forward we will probably continue to use both platforms for their different strengths.