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INFO 254
Split Screen Tutorial Paper

<center>Zotero Tutorial Reflection Paper</center>

Tutorial URL

https://ischoolsjsu.libwizard.com/id/84a98b2f87a389436241e155dc1f87c6

Reflection

For our split screen tutorial, we decided to teach the basics of Zotero, a free online tool that any person can use to save and organize their research. Each step in the process of creating this tutorial was informed by current pedagogical research. This was to ensure our tutorial would appeal to the widest range of learners and inspire them to continue learning and growing with Zotero. In this paper, we will discuss our topic choice, our set learning objectives, our tutorial design process, and the lessons we learned while creating this tutorial.

We first determined our topic by consulting the existing pedagogical literature. We chose Zotero because it provides support for an important step in the research process. Organizing and identifying sources can be a struggle for some students, according to Buhler & Cataldo (2016): "Many students feel confident locating information resources for papers or projects, but experience confusion when they need to identify the document type…or [ensure] that they have used the required types of sources for an assignment" (p. 24). Many libraries focus instruction on helping students conduct effective searches and not on research organization. The opportunity to help balance research instruction in libraries. This tutorial offers students the tools they need to more efficiently identify, save and organize their sources.

Once our topic was determined, we established our teaching points for the tutorial. Our teaching points include: introduce users to Zotero, offer basic instruction to familiarize users

with the application, and then offer multiple advanced and in-depth resources for users to engage with if in need of additional information. We based our teaching goals on information literacy scholars including Cook & Klipfel (2015), who stated that "by limiting the amount of content delivered in a single classroom session, instructors can improve the amount of information students retain" (p. 36). Students can be easily overwhelmed when introduced to a lot of information at once. Rather than overload users with content, we framed our lesson using the AASL Standards Framework (2017), which encourages learners to "think, create, share and grow" (p. 2). We wanted to make clear that users could approach learning Zotero in smaller steps upon which they can always continue to grow. This is why we concluded our tutorial by directing users to the Georgia State University Library Zotero LibGuide, as well as the free Zotero workshop series held by Stonybrook Library. We intend for our tutorial to encourage users to continue learning as they use Zotero, which we hope increases users' positive engagement with Zotero.

We organized our three teaching goals into six learning objectives that users can follow to become familiar with Zotero. These were created with the AASL Standards Framework (2017) in mind. Each learning objective calls for the user to learn a new way to use Zotero. Additionally, objectives four, five and six provide multiple learning options for users, which allows them to focus on what is most useful and interesting to them. This promotes AASL key commitments "explore" and "inquire" (p. 2). To encourage each user to find the learning objectives as relevant to their individual needs, we've included questions that ask users to select or explain how the learning objective can help them or apply to their research. This reflects the commitment to "curate" learned information.

We turned our focus to the tutorial design once our teaching points were set and our tutorial began to take shape. The Universal Design Principles (UDP) most highly influenced our design process. Chodock & Dolinger (2009) explain that these principles "make it possible for students to have full access to course content despite physical limitations, learning disabilities, behavioral problems, or language barriers" (p. 26). We incorporated these principles into our tutorial by providing on each slide at least two different ways for users to reach the set learning objective. We accomplished this by asking our users questions that connected the material with their individual academic needs, offering five different forms of mixed media with which users could interact, providing users an opportunity to ask us questions, reviewing the covered content at the end of the tutorial, and referring users to multiple in-depth and reputable resources at the end should they want more information. Each embedded medium is paired with a follow-up question, which contain different levels of instructional material for each learning objective. We used all the tools available to us to make this tutorial universally accessible for users, but realize that there is still room to make this tutorial a true representation of universal design.

Ultimately we learned a lot about the process of creating split screen tutorials. First, websites have different sharing capabilities, and not all can be embedded into tutorial software. Also, setting teaching goals prior to creating a lesson helps ensure the tutorial stays organized, focused and user-centric. The literature we reviewed showed us the importance of positive engagement and growth with content. We learned that providing users reasonable options and flexibility allows them to make the tutorial relevant to their needs. Finally, there are many different types of media to be embedded in a split screen tutorial and each allows the user a different way of engaging with content. Tutorials should be useful to users with all types of

learning styles. This experience has taught us how difficult yet rewarding it is to make

instruction simple, engaging and useful.

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