Asynchronous Module on Zotero Lesson Notes

Titilola Obilade

November 19th 2011

Lesson Description

This asynchronous module would introduce learners to the use of Zotero. Zotero is a free citation manager and is freely accessible over the Mozilla Firefox browser. There are other citation managers like EndNote, ProCite, Mendeley and Bookends but these are not free. EndNote is free as long as you are a registered student at Virginia Tech. The learners were not located at the same place as the instructor. This lesson would show how to import articles into Zotero. In addition to the PowerPoint slides on how to import articles into Zotero, there is a PowerPoint handout on how to create a bibliography from an item selected from Zotero.

There are many tools in Zotero. You can manually add records to your library, create in- text citations, add PDF and audio files. However, for the purpose of this lesson we would only be learning how to import articles into Zotero. The lesson is self-paced and the estimated time of completion is 30 minutes. The language of instruction is available only in English.

Lesson Objectives

At the end of the lesson, the learner should be able to:

    i.)   Download and install Zotero

    ii.)   Import an article into Zotero from Google Scholar

    iii.)   Import an article into Zotero from Summon

Lesson Requirements

For this lesson you would need access to a computer that is connected to the internet. You would also need a comfortable chair.   The learners would need to download Zotero before the lesson.

Course Outline

This lesson consists of 20 PowerPoint slides with a guided verbal instruction by the instructor for those who prefer to hear the instructions. In addition to the voice over, a script of the verbal instruction is available alongside the PowerPoint under the notes section of PowerPoint. This option is provided for the learner who prefers to read the script. The PowerPoint slides also contain several screen shots that give a step-by-step guide of the lesson.

The introduction of the lesson introduces the learner to the instructor. The introduction includes a high resolution photo of the instructor from Photoshop embedded in the Power Point Slides. This put a face to the instructor and gave a connection to the learners. Two assessments were provided on the slides and the answers to the questions came immediately after the questions.

After the assessments, an evaluation of the lesson was included with a link. This anonymous survey was created using the survey tool from the survey website at Virginia Tech. A preview of the survey is shown in the preceding slide to motivate the learners to answer the questions in the survey. The survey consists of five questions and a box to fill in any additional comments about the lesson.

Instructional Outcomes:

Learners would be able to:

i.) Download and install Zotero

ii.) Import articles into Zotero from Google Scholar

iii.) Import articles into Zotero from Summon

Resources Available under Asynchronous Module in Scholar

1.) Handout of 13 PowerPoint slides on how to create bibliography from selected item in Zotero (created by instructor)

2.) Link to You Tube Video on how to use Zotero

Learner Analysis

The asynchronous module would be available to all the first year graduate students in the spring of 2011 semester. It is an optional lesson and does not add up to credit on any course. They all have a basic knowledge of the computer although some have more advanced knowledge than others. They have all done undergraduate course work and have varying knowledge of research that includes citation of reference articles.

The age range of the graduate students is from 22 to 60 years. Some came directly from college and some have been in the work force for many years. Some have never taken online classes before now. The level of motivation varies across the group of learners. Some are already using a different citation manger like EndNote. Some would be resistant to change and some have never heard of Zotero. The learners are diverse from all over the world.

Context Analysis

The lesson is asynchronous and learners can take the lesson at their own pace as many times as they want. The lesson is a thirty minute lesson. They would need to use a Mozilla Firefox browser to have access to Zotero.

Performance Context

The learners are able to use Zotero 24/7 as long as it has been installed on their computer. Zotero is important to the learners because they would need to organize references in APA format or in any other format. Sometimes, Zotero does not correctly cite the article so the user must know the correct way to cite an article.

Needs Assessment

The strength of the learners is that they are all graduate students and have been involved in previous research. Their weaknesses include not being motivated to use the citation manager and not being motivated to go through the lesson because the lesson does not add to their course credit. Zotero presents a great opportunity for not only organizing and storing article information. It also provides an opportunity for organizing audio files. Further, as Zotero is free, it would be valuable to learners who would soon be graduating from Virginia Tech or transferring from Virginia Tech and would no longer have access to import new files into EndNote. If they already have files stored on EndNote they can keep the stored files even after leaving Virginia Tech.

Instructional Strategies

Gagne's Theory of instruction would be used in the lesson.

The Learning Outcomes would be

i.) Intellectual Skills- The learners would follow certain procedures in order to be able to use Zotero successfully. They should be able to import an article from a search engine like Summon into Zotero.

ii.) Cognitive Strategies-They should be able to import articles into Zotero. They should be able to recognize the yellow icon for Zotero. They should be able to highlight and select the article highlighted.

iii.) Attitudes- They should be able to choose to use Zotero as a citation manager for all their citations

External Conditions of Learning that would Influence the Learning Outcomes

i.) Verbal Information-In addition to watching the PowerPoint slides; I have recorded my voice over the slides to give a more human interaction and to assist those who prefer the audio to reading the text from the slides. I would post a picture of myself to put a face to my name and to the voice that they would hear over the PowerPoint slides.

ii.) Intellectual skills- I would use verbal cues and icons to present important features in the lesson. There is also an assessment at the end of the lesson. This assessment is based on an honor code because immediately after they have done the assessment, the slides following would show the answers.

iii.) Cognitive Strategies- There are several screen shots that would show the steps in using Zotero

iv.) Attitude- The learners would be informed that many learners are already using Zotero. They would also be encouraged to use it because it is free. They would be encouraged to participate in the on line forum set up by me in Scholar under the asynchronous module and interact with other on line students taking Zotero.

All the instructional material would be available electronically in Scholar under the asynchronous module.

i.) The script of the audio for the asynchronous module would be available electronically on the notes section of the PowerPoint Slides

ii.) PowerPoint Slides- The lesson would be available in Power Point Slides. The Power Point Slides would have screen shots of the steps in setting up Zotero and the steps involved in importing into Zotero.

iii.)   Audio recording over the PowerPoint Slides (using Adobe Presenter plug- in) instructing learners for those who might prefer the audio instructions to reading from the PowerPoint.

iv.) You Tube Video- This would be an additional resource that shows a video presentation (that is less than three minutes) on how to use Zotero. The instructor did not make the You Tube Video.

v.) Handout –This PowerPoint handout would be on how to create bibliography from a selected item from Zotero. It contains thirteen PowerPoint Slides. This handout is available in Scholar under resources in the asynchronous module.

vi.) Announcement section on Scholar- There is an announcement section on Scholar that encourages the learners to download Zotero before the start of the lesson.

Assessment Plan

The assessment was based on the honor code. The learners will answer the questions on PowerPoint and the slides following the questions would reveal the answer. Based on the honor

code the learners would be advised not to turn to the next slide until they have answered the question. The learners can go through the lessons as many times as they want.

Evaluation Plan

This would involve five questions. There are five yes or no questions and a sixth for the learners to write any comments they might have in a comment box. I made the questions very short because in my experience, the more the questions, the higher the non-response rate. This survey tool was created by the survey tool at www.survey.vt.edu. It is an anonymous survey. Below is a preview of the questions. These five questions asked about the learning outcomes that the lesson set out to achieve, their intellectual skills, their attitudes and their cognitive skills. I have placed each outcome that the question is seeking in a bracket like this [   ].

Please highlight your answer

1.) Based on today's lesson would you begin to use Zotero? Yes   No [Asks about Attitude Change]

2.) Based on your learning experience today, would you register for on line classes in the future? Yes   No [Asks about Attitude Change]

3.) Was the lesson on Zotero easy to understand?   Yes   No [Asks about intellectual outcome]

4.) Were the PowerPoint Slides adequate for the instruction?   Yes   No [Asks about intellectual outcome]

5.) Were you able to complete the lesson on downloading and installing Zotero and importing into Zotero under thirty minutes? Yes   No. [Asks about intellectual outcome and cognitive outcome]

6.) The comment box was: If you have any additional comments please leave it here.

[The type of comment left would determine the type of outcome; intellectual, cognitive or attitudinal]

Instructional Strategies with Identification of Media Attributes.

The Media attributes used are **Microsoft PowerPoint 2011 with Adobe Presenter** which is a plug-in for PowerPoint. The audio of my voice was recorded with Adobe Presenter. After it was recorded, it was "published" and "exported" into a folder. That folder was compressed into a zip folder and submitted into Scholar.

The **Script of the Audio** is in word and can be read under the notes tab of the presentation.

Photoshop-A photo of myself and the Hokie Bird would be taken and the pixels increased in Photoshop to increase the clarity on PowerPoint. This photo would be intentionally placed at the introduction of the lesson to break through the non-connectedness that online learners feel. It also puts a name to the face and voice of the instructor.

Scholar- A site was set up in Scholar titled "Asynchronous Module." Inside this module, I activated the forum, the announcement, the messages, the chat room, the module, the request for help, the knowledge base, support page, evaluation and for help.

In the **forum**, I posed four questions to break the ice amongst the on line learners and to create a sense of community. I posed questions about their favorite pets, favorite food and favorite songs.

Inside Scholar, I activated the **resources** section and added the handout on how to create a bibliography from an item selected from Zotero. I also added a link to a You Tube video on Zotero. In the **announcement** section, I encouraged the learners to download and install Zotero before starting the lesson. The link to the You tube video is also available on the PowerPoint Slides.

Screen Shots I took screen shots of the webpages showing a step by step guide on the use of Zotero.

Gagne's Theory of Instruction

Gagne's Theory of instruction was chosen for this lesson because it captures the learning outcomes in this lesson.

In order to motivate the learners, I would use my picture on the PowerPoint slides. This enables the learners to connect to the instructor and to also put a face to the name. I have also used my own voice to record the lesson. They are also given an option to read the script of my verbal instructions in the same PowerPoint slides. They do not need to navigate to another site to answer the assessment and the survey; the assessment and the evaluation are both embedded in the set of PowerPoint slides containing the lesson. There is a preview of the survey questions before the learners click on the survey link. I gave the preview so as to motivate the learners so that they would be able to see that the survey questions are short. Similarly, the learners do not need to navigate to another site to look into the You Tube Video on Zotero which is an additional resource at the end of the Power Point Slides.

The learning outcomes are intellectual, cognitive and attitudinal. At the end of the lesson, if the learners have chosen to use Zotero, their attitude would have changed from

previously not using Zotero to using Zotero. I encouraged the learners to share information about themselves in the forum section of Scholar.

In the PowerPoint slides, I called attention to the important features in the lesson by using cues. I described the yellow icon of Zotero as a yellow folder and the screen shot has a high resolution that clearly shows the feature I described. In the screen shots, I made use of red arrows and one black arrow when the background was red. The arrows pointed to important features on the screen shots.

I also made use of affordances like highlighting, bolding and underlining in the text. At the introduction, I informed the learners the estimated time that the lesson was going to take and I also informed them that Zotero was not fool proof; they also needed to manually check the bibliography imported into Zotero. I was careful not to give them an information overload and was careful in adhering to a 30 minute lesson plan.

After learning to import into Zotero, learners would want to create a bibliographic reference from an item in Zotero. As the 30 minute lesson did not give room for a lesson on creating a bibliographic reference from Zotero, I created a handout on how to create a bibliographic reference from Zotero on Scholar. This handout is available on the resources folder of asynchronous module on Scholar. It has thirteen slides that included screen shots from creating a bibliographic reference from Zotero. In the previous section of this paper, I have already highlighted how my evaluation questions would evaluate each learning outcome.

Assessment Plan

The assessment plan was made up of two questions bearing in mind that the lesson is optional for the students and I also want to motivate them to complete the lesson. This

assessment consisted of two questions on how to import an article from Google Scholar. The

learners did not have to navigate to another site, they only needed to scroll down to the next slide

and answer the question. The answer to the assessment questions comes immediately after the

assessment questions so the learners are encouraged to remember the honor code and not move

to the slide containing the answers until they have answered the two assessment questions.

I have pasted two of the slides from the asynchronous module on this paper. The two

slides are screen shots from slides 7 and 12 of the asynchronous module.

Slide 7

Slide 12
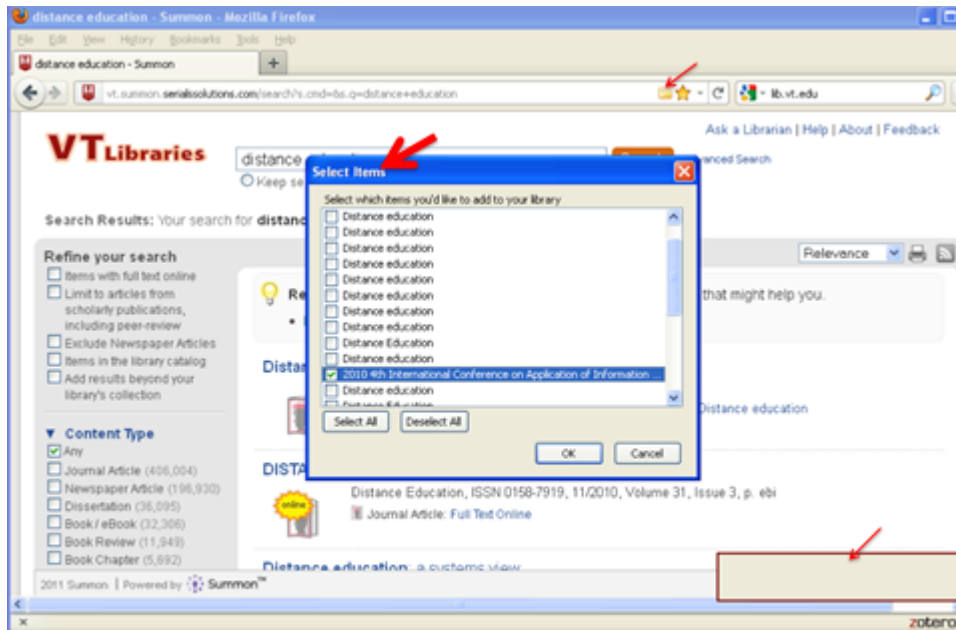
Reference

Driscoll, M. (2000). *Psychology of Learning for Instruction (2nd ed.)*. Needham Heights MA:
    Allyn & Bacon.