

# EMRSG

A reusable online information  
skills tutorial for researchers: a  
collaborative approach

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**Liz to do first section**

East Midlands Research Support Group.

# How did the project come about?

- EMALINK event
- Feeling of:
  - lack of support for researchers
  - reinventing the wheel
- Wish for a suite of generic tutorials
  - re-usable
  - able to re-purpose



Idea for the project started way back in Jan 2009 when we attended an emalink seminar on supporting researchers (Emalink provides staff development events for East Midlands Institutions)

General feeling at the event that much more support was invested in undergraduates than researchers and that we felt that we were re-inventing the wheel and whether we could work more collaboratively.

After the event, colleagues at Loughborough University came up with the idea of creating a suite of online tutorials aimed at researchers that were re-usable so that an institution could pick and choose which tutorials were relevant and embed them in own learning environments, but also for each tutorial to be re-purposed and made applicable to individual institution

# Project Timetable

- ❖ 2009: First meeting
- ❖ Jan 2010: Literature review
- ❖ Spring 2010: Review of current products
- ❖ July/Aug 2010: Researchers survey and interviews
- ❖ Autumn 2010: Design
- ❖ Jan- May 2011: Writing and construction of content
- ❖ May 2011: Evaluation of prototype module
- ❖ Autumn 2011: Dissemination

Invited attendees from East Mids Universities for kick-off meeting.

Literature review to evaluate how researchers learnt and theory behind online tutorials aimed at researchers. Found a lot of material related to undergraduates but not so much related to postgrads and researchers

Reviewed current products – more later

To get some more info we did our own survey of researchers followed up by interviews

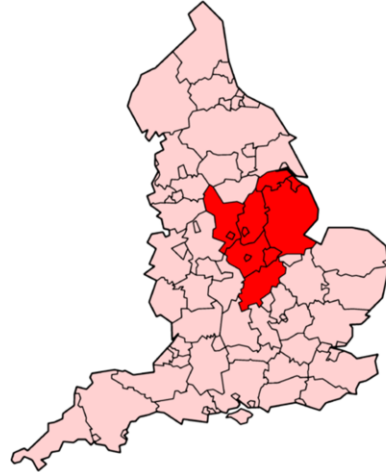
From surveys came up with an idea of what content we might want to include and how to structure it.

In 2011 have been designing tutorials for one area, including carrying out videos of talking heads that we will evaluate through focus groups

Aim to revise these tutorials and further content based on focus group for wider dissemination in autumn.

## The group

- ❖ Loughborough
- ❖ Nottingham
- ❖ De Montfort
- ❖ Coventry
- ❖ Northampton,  
Warwick, Leicester  
and Sheffield
- ❖ Observers to the  
project



We had a number of interested institutions but over the course of the project, 4 main partners have been established: Loughborough as lead partner, DeMontfort, Nottingham and Coventry

We also have interested partners from Northampton, Warwick, Leicester and Sheffield, who have been involved in some aspects of the project and are primarily observers to the project

We have given ourselves the name of EMRSG (East Midlands Research Support Group)

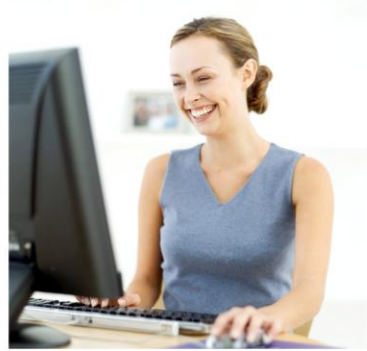
The 4 main partners have been able to secure some funding to help progress the work, through internal bidding processes.

Funding has been used to pay for a research assistant to complete a literature review, create the survey and undertake interviews and focus groups. Funding has also been used towards producing multimedia content such as video and could potentially be used to pay for some design skills to ensure that the finished product looks professional.

## Review of current products

Looked at

- ❖ Pilot
- ❖ Swim- Denmark
- ❖ Irish Information literacy programme
- ❖ Pathway2Information- Nottingham
- ❖ Open university
- ❖ I-lit
- ❖ Epigeum



Reviewed some of the products currently available using evaluation criteria which included commenting on content, design and potential re-usability.

Evaluation identified aspects of merit in all of the products but the group felt that none came close to meeting the anticipated needs of research staff. This feeling was later confirmed by the data collected by the surveys and interviews.



## Researchers' survey and Interviews

- 224 responses from Nottingham, Loughborough and DMU.
- Followed up with 11 face-to-face interviews.
- Key results
  - Include element of hands-on.
  - Ability to complete at own pace at a convenient time.
  - Visuals and links to external resources important

We carried out a survey and follow up interviews at the 3 institutions; Nottingham, Loughborough and DMU to investigate researchers' experiences of online training, plus the importance they attach to various research tasks and their confidence in carrying out these tasks— we hope to publish these results in a forthcoming article

We also thought it would be interesting to see whether the different types of universities produced different responses, e.g. Comparing a Russell Group with a 1994 uni and a post-1992 uni

Some of the key results related to design of online material were that an element of hands-on and interactivity was required, that the benefits of online tutorials was the ability to complete at own pace and at a convenient time and then visuals and links to external resources were seen as important. These are the key elements that we have tried to address when designing the content.

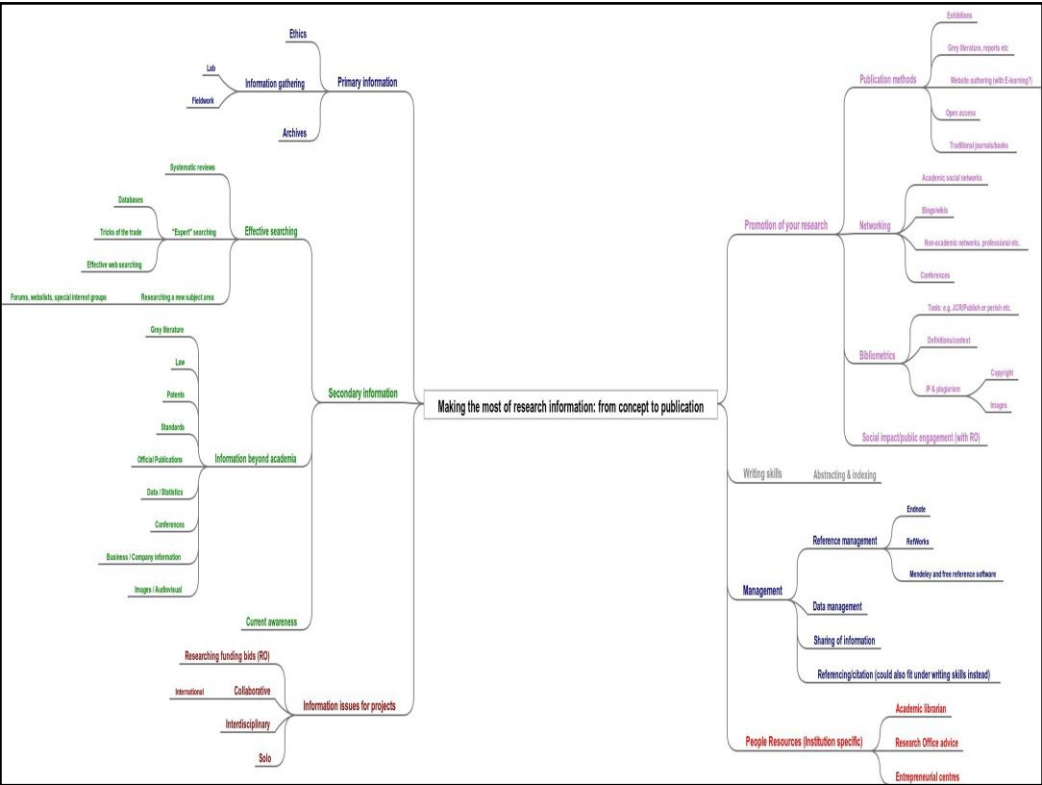


## Content

- Seven potential sections
  - Primary information
  - Secondary information
  - Information issues for projects
  - Promotion of your research
  - Writing skills
  - Management of information
  - People resources (institution specific)

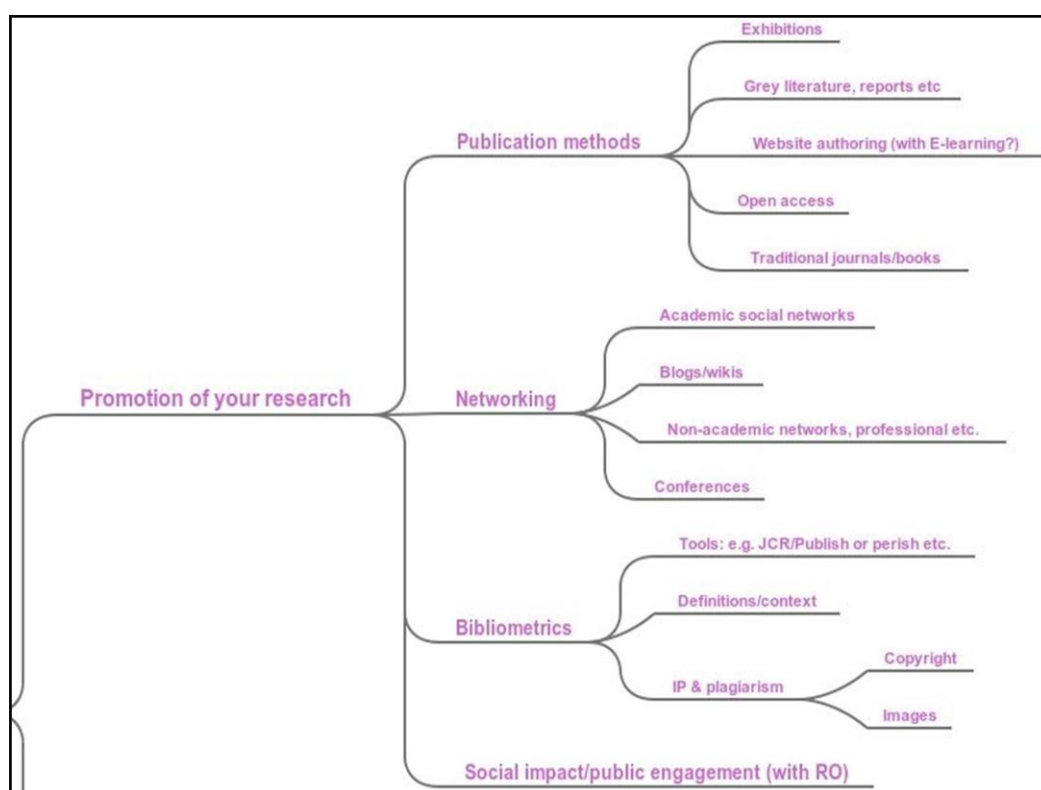
With the results of the survey in mind, came up with a mindmap of the content that we thought should be included. This is not finalised and may change depending on further feedback that we get and how much time we can realistically commit to the project.

We have 7 main sections as above



This is shown in the mindmap which is very difficult to see but gives you an idea of the structure that has been planned





At present we have concentrated on the promotion of your research section and we have created a suite of tutorials which we will be piloting and gathering feedback on through the focus groups.

# Design

- Selected Xerte as the authoring tool
  - Open source
  - Content can be re-used and repurposed
  - Designed for non-techies
  - Technical help



## Jenny from here

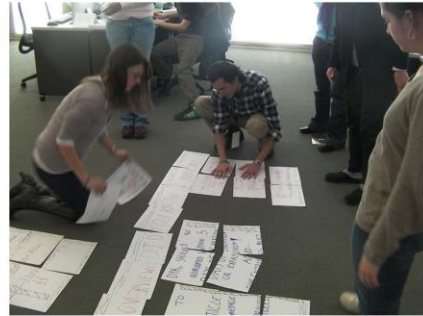
Looked at various authoring tools but selected Xerte because it was open source and allowed content to be re-used and also repurposed for use at other institutions

It allows you to create content and interactive elements without the need for technical or programming knowledge, although a very basic knowledge of html code is beneficial

However, even so there have had some problems using the software, but because it has been produced at Nottingham we have been able to call on local technical help.

# What have we learnt from collaboration?

- Advantages
  - Sharing knowledge
  - Shared funding
  - Increased manpower
  - Sharing resources
  - Sharing motivation!



The cross-institutional nature of the project has been really beneficial because of the sharing of good practice and knowledge and skills – different ideas and different perspectives, not only for this project but for other areas of our work by networking with colleagues. Also having access to the experiences of researchers at different institutions has enabled us to not get bogged down in the particular issues within our own institutions

Enabled us to have greater funds to put towards the project by doing the project collaboratively

By collaborating, we can have more people involved in the content creation, although this has still proved to be difficult with the other demands partners have on their time.

We have however found it really useful to share resources, for example, Loughborough Uni have use of a video camera that we have used to record some talking heads, Coventry have use of an observation unit that we will be using during the focus group period.

Possibly most importantly, collaborating has enabled us to share motivation and keep going.

# What have we learnt from collaboration?

- Disadvantages
  - Different institutions have different priorities
  - Styles of writing
  - Time commitment
  - Communication, sharing documents and files



Different institutions can have different priorities, therefore we had individuals that were interested but institutionally there wasn't the buy-in

We worried about the style of writing – would each tutorial read very differently to another. We don't think this has happened as we agreed a basic structure before starting, but will test this out in focus group and with proof-reading

Although we can increase manpower by sharing the workload between us, time commitment has been an issue – taken more time than we thought

Been interesting to use networking sites to share documents so been a learning experience made use of google docs, wiki, jiscmail etc. – has worked well in some areas but have had problems with large files. Also difficulty in finding tools to create and host the tutorials that aren't linked to a certain institution and not open to all.

More difficult to communicate as we are not located in the same institution but institutions are relatively close to each other so has been quite easy for us to get together to discuss

# Demonstration

- Pilot modules

<http://learn.lboro.ac.uk/course/view.php?id=5973>

## Journals

1<sup>st</sup> page – to show quote

2<sup>nd</sup> page – to show overview

3<sup>rd</sup> page – show a bit of the video

8<sup>th</sup> page – what is a good article to show the activity

## Social networking

3<sup>rd</sup> page – academic social networks to show you tube video

7<sup>th</sup> page – the conference experience – to show video clip activity

## Bibliometrics

4<sup>th</sup> page – why do you cite – to show thinking activity

12<sup>th</sup> page – searching scopus – to show captivate video

13<sup>th</sup> page – to show hotspot interaction



## The Future

- ❖ Evaluation, focus groups + lab (Coventry)
- ❖ Funding to create rest of content.
- ❖ Added to Jorum and Xpert as open access.
- ❖ Conference papers and journal articles.

This week carrying out focus groups on the pilot tutorials and also an observation exercise at Coventry which will help us inform what we do next.

Need to think about the rest of the content – is it do-able, can we get any additional funding to help us with creation

Need to find a way of bringing all of the tutorials together and then making them available for re-using, Jorum and Xpert are the obvious ones but interested in any other ideas.

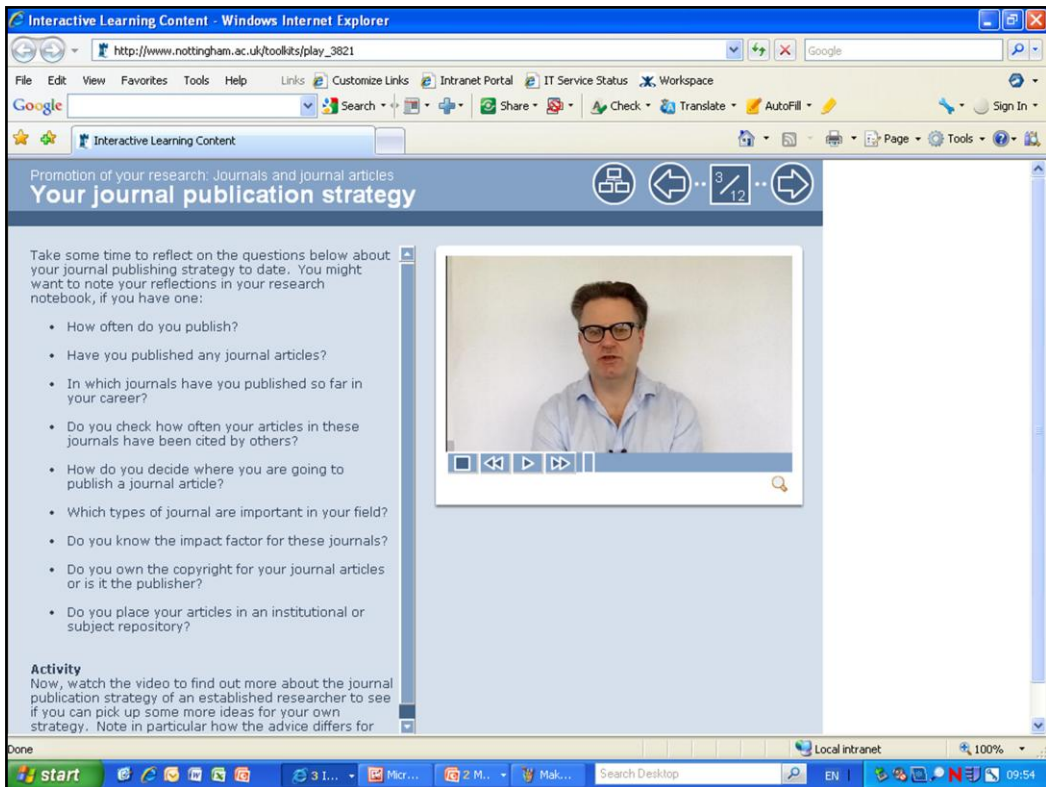
Promotion and publicity – this is our first event where we have introduced what we have done so far so but we will obviously be looking at opportunities to disseminate the research that we've done and the resulting tutorials that we produce



## Contact us

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If require more information or want to feedback/suggest anything, happy to hear from you

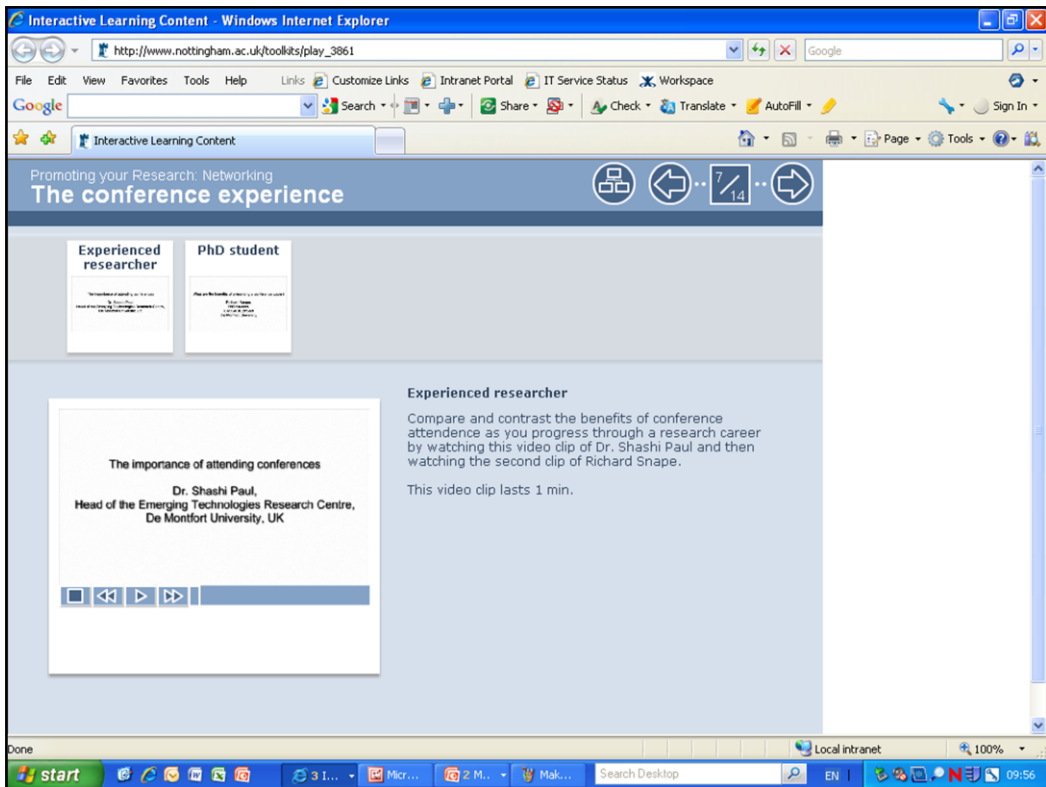


Just some sample screenshots to give you a flavour of the tutorials

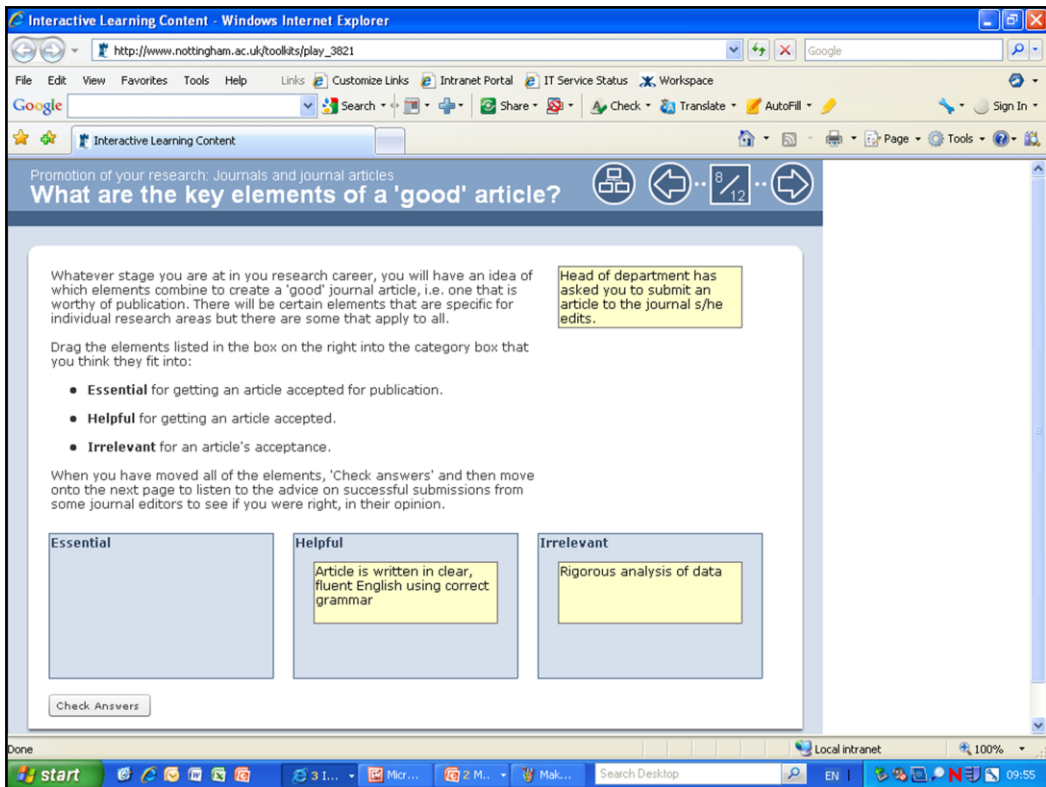
Example of a page where we have inserted a talking head video to talk about a researchers direct experience – in this case about his publication strategy for journals and journal articles

We have also used youtube videos within the tutorial as well.

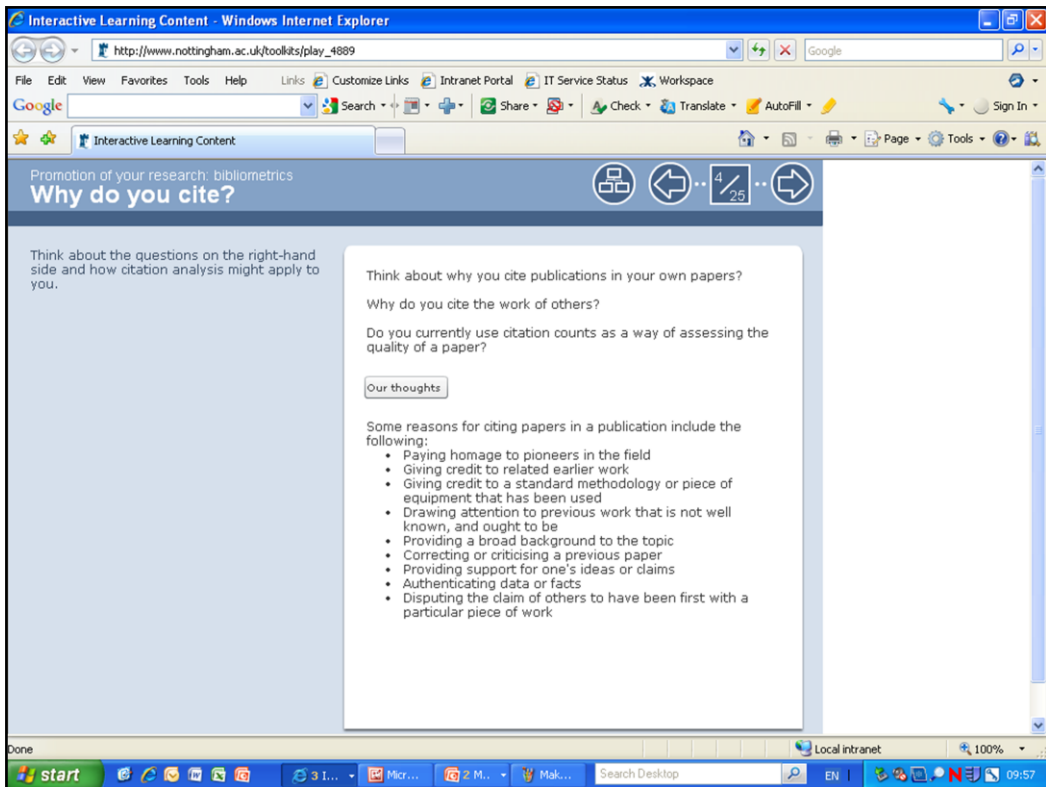




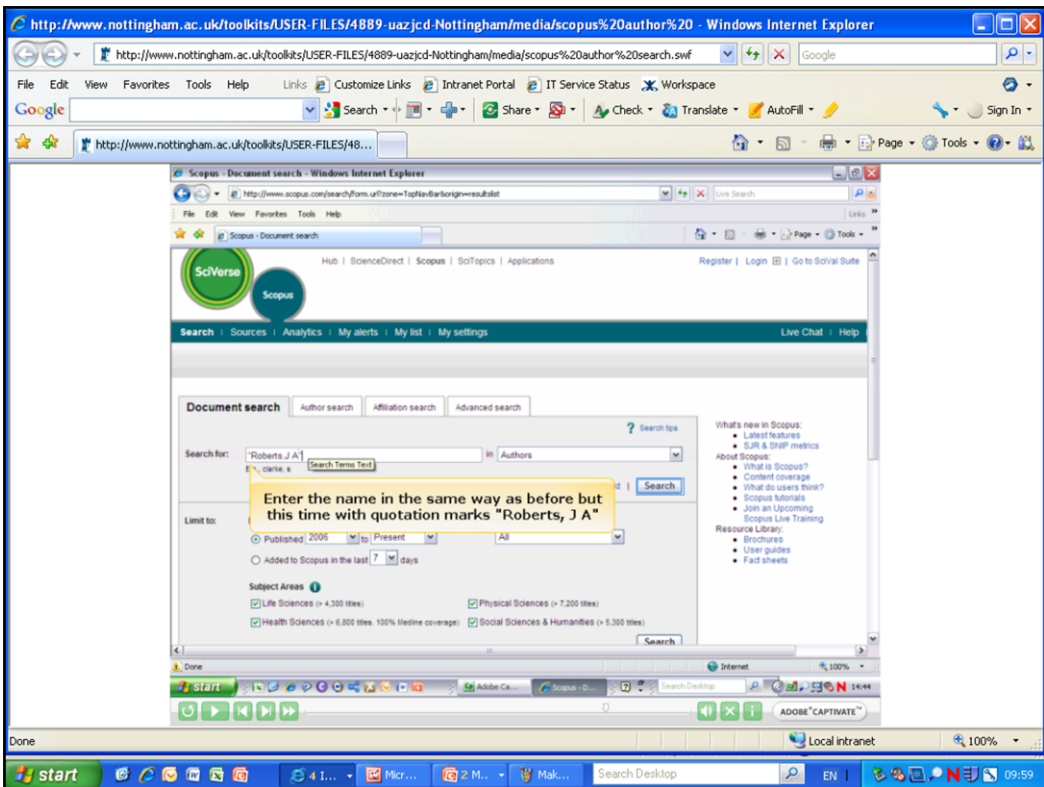
Another example of using videos – this time we have uploaded 2 videos and ask the user to watch both and then think about the different benefits, in this case of attending a conference from the 2 different perspectives of an experience researcher and a PhD student. To try and get the user thinking about the content rather than just reading/watching



This is an example of a drag and drop activity which can be created easily within Xerte.



We felt we needed to be careful about the activities that you would present to a researcher audience as opposed to an undergraduate audience so this is an example of a very simple activity where again we are just getting them to think about their own experiences and reflect. They can then click on the our thoughts button to get some pointers.



In some of the tutorials we have created and uploaded demonstrations, in this case created by captivate to demonstrate how a user might search a database – in this case, we are looking at searching Scopus to find citation information

Interactive Learning Content - Windows Internet Explorer

http://www.nottingham.ac.uk/toolkits/play\_4889

File Edit View Favorites Tools Help Links Customize Links Intranet Portal IT Service Status Workspace

Google Search Share Check Translate AutoFill Sign In

Interactive Learning Content

## Promotion of your research: bibliometrics

### Scopus citation report

To view the citation report from your results screen, click on the option to **view citation overview** towards the top of the page.

The screenshot on the right shows the Scopus citation report.

Click on the highlighted areas for an explanation of the citation overview screen.

**1. Choosing your year range**

Use the overview options to re-sort your references as appropriate.

You can also change the year range for which you wish to view citation information.

Click on **update overview** for your changes to take effect.

**Citation overview**

Citations received since 1996

Authors: Roberts, James Alan Roberts, J. A. Roberts, James A.

Overview options

Exclude items that are not cited: ☐ Self-citations of selected authors: ☐ Self-citations of all authors: ☐

Sort documents: Year descending

Update overview

	Year	Total	2009	2010	2011	Subtotal
64 Cited Documents						
1	2010	100	100	100	100	100
2	2010	100	100	100	100	100
3	2010	100	100	100	100	100
4	2010	100	100	100	100	100
5	2010	100	100	100	100	100
6	2010	100	100	100	100	100
7	2010	100	100	100	100	100
8	2010	100	100	100	100	100
9	2010	100	100	100	100	100
10	2010	100	100	100	100	100
11	2010	100	100	100	100	100
12	2010	100	100	100	100	100
13	2010	100	100	100	100	100
14	2010	100	100	100	100	100
15	2010	100	100	100	100	100
16	2010	100	100	100	100	100
17	2010	100	100	100	100	100
18	2010	100	100	100	100	100
19	2010	100	100	100	100	100
20	2010	100	100	100	100	100
21	2010	100	100	100	100	100
22	2010	100	100	100	100	100
23	2010	100	100	100	100	100
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46	2010	100	100	100	100	100
47	2010	100	100	100	100	100
48	2010	100	100	100	100	100
49	2010	100	100	100	100	100
50	2010	100	100	100	100	100
51	2010	100	100	100	100	100
52	2010	100	100	100	100	100
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58	2010	100	100	100	100	100
59	2010	100	100	100	100	100
60	2010	100	100	100	100	100
61	2010	100	100	100	100	100
62	2010	100	100	100	100	100
63	2010	100	100	100	100	100
64	2010	100	100	100	100	100

Author H Index

H index = 17

Of the 64 documents considered in this index, 17 have been cited at least 17 times.

Note: The H index considers only documents published after 1996.

Xerte also allows you create hotspot activities, where you can upload a picture or screenshot and then create sections which can be clicked on. The information in the left-panel then shows the relevant information or description for that section of the image. In this case we have used it to explain the citation report that is found when searching within Scopus.