



AfLIA Openness Course for Librarians: Evaluation feedback

Introduction

The following information, pertaining to the user experience, was reported by 21 course participants of the AfLIA pilot *Openness Course for Librarians* on completion of the course in February 2024.

The course is hosted on the AfLIA Moodle server and can be accessed here: [Course: Openness Course for Librarians \(aflia.net\)](https://aflia.net)

The course was run remotely and used a mix of technologies to make the course as engaging as possible.

Moodle statistics: Attendance and participation

- 77 participants were registered for the course by the administrators.
- 48 participants accessed the course at least once. (29 participants never logged onto the platform.)
- 22 submitted assignment 1
- 20 submitted assignment 2
- 17 submitted assignment 3
- 15 submitted assignment 4
- 11 submitted assignment 5
- 21 completed the course evaluation
- 20 certificates were issued.
- Average attendance at Zoom session: Between 18-30

Feedback summary

1. How well did the course communicate '**Course expectations**' and the required '**Time commitment**'?

Expectations	5
Course expectations	4.7
Time commitment	4.1

2. How **relevant** were the course modules?

Relevancy	5
What is openness?	4.9
Open licensing (Creative Commons)	4.9
Open Educational Resources (OER)	4.9
Open Access publishing	4.8
Open Science and Open data	4.7

3. Identify any open topics missing from the course.

- None (x18)
- Open Access library Software (x1)
- Open access books and online library repository (x1)
- Open Access Museums (x1)
- Open Access Archives (x1)
- Open Access Funding opportunities (x1)

Note: in the final question one participant identified the following gaps: “...training in metadata standards, repository management systems, and data curation techniques will enhance librarians’ ability to curate and share information effectively in the digital environment.”

4. On a scale of 1 to 5 where 1 is 'Too short', 3 is 'Just right (1 hour)' and 5 is 'Too long' rate the duration it took you to go through the interactive tutorials.

Interactive tutorials - Notional hours	3
What is openness?	3.6
Open licensing (Creative Commons)	3.8
Open Educational Resources (OER)	3.9
Open Access publishing	3.8
Open Science and Open data	3.8

Note: most participants indicated that the interactive tutorials were on the long side. We could trim them slightly.

5. On a scale of 1 to 5 where 1 is 'Too short', 3 is 'Just right (1 hour)' and 5 is 'Too long' rate the duration it took you to do the assignments.

Assignments - Notional hours	3
What is openness?	3.5
Open licensing (Creative Commons)	3.7
Open Educational Resources (OER)	3.7
Open Access publishing	3.9
Open Science and Open data	3.8

Note: most participants indicated that the interactive tutorials were on the long side. We could trim them slightly.

6. What was the participant’s perceived levels of **engagement** in the Zoom sessions and interactive tutorials?

Engagement	5
Zoom	3.8
Interactive tutorials	4.2

Note: Most participants indicated that the Zoom sessions were not engaging despite using the Quizziz. The interactive tutorials were better.

7. The **duration** of the 5-week course was considered 'Just Right' by 91% of the participants.
8. On a scale of 1 to 5 where 1 is 'poor facilitation', and 5 is 'Excellent facilitation' rate the effectiveness of the course facilitators to supporting your learning.

Effectiveness of facilitation	5
Sheila Drew	4.6
Andrew Moore	4.6
Tony Lelliot	4.6
Ashton Maherry	4.6

9. On a scale of 1 to 5 where 1 is 'Not effective', and 5 is 'Very effective' rate the effectiveness of the different media used in the course to support your learning.

Effectiveness of technologies	5
LMS (Moodle)	4.5
Interactive tutorials (Articulate RISE)	4.6
Quizzes (Quizziz)	4.4
Online meetings (Zoom)	4.5
Class notes (Adobe PDF)	4.3

Note: Technology was well received.

10. Describe your experience with **assignments** – Too easy?

- Assignments were necessary (x3)
- Assignments easy if you have worked through the module content. (x5)
- Assignments 'OK' (x2)
- Assignments too complex (x3)
- Assignments prompted 'further research'. (x2)
- Assignment 1 and 2 were easy (x2). Assignments 3-5 were more taxing.
- Assignment 3 (OER search) was most useful.
- Struggled to find where the assignments were in each module.

11. Describe your experience with **peer assessment** – Too complex?

- Marking memo useful. (x8)
- Peer assessment is OK – (x3)
- Too complex – I don't understand it. (x2)
- Supports self-assessment (x2)
- Don't know (x2)
- Ran out of time (x2)

- Ran out of internet.
- Not clear whose assignment I was supposed to mark.

Interesting quote: “There seems to be a considerable amount of misinterpretation regarding the expectations for the assignments. It's crucial to address this issue, as someone lacking a clear understanding might inadvertently assess or grade the assignment inaccurately based on their limited comprehension. It may be beneficial to provide additional guidance, clarification, or examples to ensure a more accurate and uniform understanding of the assignment's requirements. This proactive approach can help mitigate potential misunderstandings and contribute to more consistent and fair evaluations.”

12. How might the course be improved?

- Need to spread awareness of this course. (x2)
- More detailed course instructions. (x2)
- Offer the course via video on social media.
- Better navigation system – Navigating from one topic to the other by using next in addition to the table of contents on the far left.
- The course is great. It is the Moodle that can be complex.
- Gaps - training in metadata standards, repository management systems, and data curation techniques will enhance librarians’ ability to curate and share information effectively in the digital environment.
- More African examples
- More interactivity
- More resources
- More discussion time
- Broader focus on all librarians not just ‘academic librarians’.

Interesting quote: “Zoom sessions should go beyond just outlining the next topic or what should be done, they should also include reflections and discussions on topics for deeper insights, sharing of experiences and challenges in the different institutions and countries presented.”

Recommendations

The following revisions are recommended based on the pilot experience and evaluation feedback.

1. Extend peer-to-peer assignments to modules 1 and 2. Module 1 assignment will need to be revised to fit this format.
2. Provide more detail in the Orientation to help participants do peer-to-peer assignments.
3. Revise the interactive tutorials so that they are slightly shorter and have more interactivity.
4. Develop a facilitators guide that outlines best practice for each module.
5. Revise Moodle navigation as many found this confusing. Simplify the layout of the module activities to make navigation easier.