UP Library Presentations and Training/ Course guideline for Quality Assurance

1. Introduction.

The Department of Library Services is a strategic partner of the university to enhance Teaching and Learning using the library resources and the information available to achieve the University strategic Teaching and Learning interventions. The provision of quality presentations will therefore be not an option but a need to assist the library to achieve this goal.

2. Summary of the objectives.
- Cost effective presentations
- Scalable presentations
- Innovative presentations
- Flexible presentations
- Presentations that Enhance collaboration
- Presentations that encourage Continuous measurement of learning

3. Standards for Considerations
- Alignment with capacity building and Training needs for the library.
- Alignment with the Pedagogical and andragogy approaches
- Encourages Monitoring and evaluation.

4. Responsibility of the Library IT department
- Provide appropriate IT tools to assist in the deployment of Training material to clients
- Creating of reasonable access to appropriate hardware and software to support Training
- Advice on internal IT security and other relevant laws to avoid contravention of IT policy.

5. Responsibilities of the Senior Training Coordinator.
- Ensure that the Information Specialist understands the Training methods and guidelines.
- Advice on methods and tools for the delivery of Training to the client.
- Recommends available Technology tools supported by the Library IT department
- Develop and conduct Training intervention to assist the IS to deliver quality Training.
- Provide support in building confidence for the presenter.

6. Roles and Responsibilities of the Information Specialist as a Trainer.
- Create an enabling environment for successful completion of Training.
- Plan and Identify learner development needs
- Analyse learning and development needs of the learner to implement relevant intervention
- Use the Pre- evaluation method
- Identify objectives before conducting the training
- Ensure the appropriate Learning outcome with the learner were achieved
- Use Post evaluation method
- To provide high quality materials
- To set realistic time frames for completion of the training
- To have the capacity to provide technical, administrative, and academic support during and after Training or course completion
- To provide technical support during the Training intervention

- Provide post-Training or course support to promote learner achievement

7. Training material and Inclusion

- Support different types and range of learner Training.
- Take note of physical disabilities that can particularly be supported by Training conducted.
- Take note of different social and ethnic groups, and gender.
- The user interface must be friendly and accessible, avoiding confusion discouragement of clients
- The Training platform must provide support aids including Braille, magnifying and audio displays and serial navigation used by the people with hearing impairment and the dyslexic.

8. Alignment with Hybrid learning

Training should ideally not be used as stand-alone interventions, but also to enhance traditional learning and therefore a blended method (mixing traditional and online learning) is preferable, applying Hybrid learning using Libguides as well as other available resources.

9. Planning of the Presentation or Course

- Include the purpose of the Presentation/course.
- Outline the learning objectives.
- Adhere to the structure of the Presentation/course.

UNIVERSITEIT VAN PRETORIA
UNIVERSITY OF PRETORIA
YUNIBESITHI YA PRETORIA

UP Library Presentations and Training/ Course guideline for Quality Assurance

- Estimated required presentation completion time.
- Estimated elapsed time required to complete the Training/course by the learner.
- Include any materials (Links, software etc.) to be supplied by the presenter.
- Indicate the hardware and software required to use the materials; and
- Show how to get the best from the presentation or course by the learner.
- Advice on methods and tools for the delivery of Training to the client
- Use the Recommended available Technology tools supported by the Library IT department

10. The Presentation or Course should consider the following guidelines.
- Given the support of online presentation or course, where provided, is sufficient to allow the learner to reach the learning objectives.
- Structured into meaningful sections and arranged into a sequence and/or hierarchy that facilitates learning.
- Written at a level appropriate to the specified audience. Lively, stimulating, and enjoyable.
- Free of intended or unintended racist, sexist or ageist or offensive material.
- Accurate, up-to-date, and free of spelling and grammatical errors.
- Does not violate existing copyrights.
- All learning units include an overview and summary.

11. Learning design:

- Uses a variety of Instructional design approaches to satisfy the needs of learners with different learning styles.
- Adequate provision is made in the design for the learner to:
  - Reflect on, review, and comprehend new learning.
  - Apply new knowledge and practice new skills; and
  - assess their progress.
- Methods and media are selected appropriately according to their suitability in helping the learner to achieve the learning objective.
- Provide opportunities for meaningful user interaction are provided regularly throughout the presentation/ course, whether built into the materials or through communication with other learners and presenters.
- Where interactivity is built into the materials, questions are set at a level appropriate to the audience.
- Functionality of the system provides mechanisms to allow the learner to exit the current section, move upwards within a hierarchy of menus and, from the top level, to exit.
- Usability: The presentation or course conforms to best practice regarding readability including the text which is legible against the background and appropriate fonts are selected.
- Technical quality: The presentation is free of software bugs,
- Images display intelligibly at the minimum supported colour resolution.

- Where delivered as a web application, the program runs without error on all supported brands and versions of browsers and browser add-ons such as plug-ins; and
- The program runs without error on all supported types of computers, at the minimum supported specification.
- The learner is afforded an opportunity to provide feedback on the course/modules and how to improve on the experience for future users.

12. Assessments of e-learning.

- Principle: The principles of fair, valid and reliable assessment apply, as is the case for other modes of delivery.
- Assessments for non-credit bearing programmes are optional subject to the agreement between the learner and the training provider
- Provision must be made for Pre- and Post-assessment in the eLearning:
- Sufficient questionnaires or exercises are included to ensure the learner has achieved all the learning objectives.
- Where pre- or post-assessments are employed, it is clear where results are stored and how they will be used.

Authored by: Chipa Maimela

Reviewed by: UP library Information specialists

UNIVERSITEIT VAN PRETORIA
UNIVERSITY OF PRETORIA
YUNIBESITHI YA PRETORIA