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University of Utah
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NTC Quarterly Report
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Executive Summary

CLASS OFFERINGS AND DEVELOPMENT

NTC and NLM trainers taught the hybrid "PubMed® for Trainers" class six times from February – April 2012. The class consists of four sessions: three 2-hour online sessions using Adobe Connect and one 7-hour in-person session. Locations for the in-person classes were: Bethesda, MD; Los Angeles, CA; Houston, TX; Chapel Hill, NC; Chicago, IL; and Syracuse, NY. Moodle was used to organize class materials and communicate with students.

NTC and NLM trainers offered three in-person TOXNET® and Beyond classes.

Sharon Dennis, in collaboration with Kay Deeney, Educational Services Coordinator from the NN/LM Pacific Southwest Region (PSR), facilitated a pilot class called "Teaching with Technology: Tips, Techniques and Tools" from March 12 – April 16, 2012. The class is taught asynchronously using the Moodle course management system. Participants who complete the class receive 8 MLA Continuing Education credits. This class covered adult learning principles, options and best practices for asynchronous and synchronous distance classes, and online learning tools. The pilot class was offered to PSR members. Evaluation results from the pilot will be used to improve the class and it will be offered nationwide in the summer of 2012.

NTC and NLM trainers continued curriculum development for "PubMed for Librarians," a series of 4 one-hour segments taught online using Adobe Connect. Participants may attend any of the segments in any order.

NTC, NLM, and NCBI staff began planning for an NCBI database in-person 5-day workshop, to be held at the NLM in Option Year 1.

OTHER ACTIVITIES

National Training Registration Page (NTRP): All regions, as well as the Outreach Evaluation Research Center (OERC) and NTC, are now using the NTRP system for at least a portion of their classes.

Promotional Materials: New promotional materials were created for the PubMed for Trainers and TOXNET and Beyond classes. The promotional materials were distributed to host sites offering in-person classes in Option Year 1.

Self-Paced Tutorial Needs Assessment: The self-paced tutorial needs assessment was open from January 24 – February 21, 2012; 594 respondents filled out some portion of the questionnaire. NTC staff compiled the results based on the type of audience (see below).

Training Events

Session Content	Start Date	End Date	City/State	Trainers	Activity Conducted In-person	Activity Conducted Remotely	# Participants
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PubMed for Trainers®	3/26/2012 12:00:00 AM	4/10/2012 12:00:00 AM	Chicago, IL	Sharon Dennis, Sharon Brown, Rebecca Brown and Joseph Nicholson	Y	Y	25
PubMed for Trainers®	2/6/2012 12:00:00 AM	2/22/2012 12:00:00 AM	Los Angeles, CA	Sharon Dennis, Sharon Brown and Rebecca Brown	Y	Y	25
PubMed for Trainers®	2/27/2012 12:00:00 AM	3/16/2012 12:00:00 AM	Houston, TX	Sharon Dennis, Sharon Brown and Rebecca Brown	Y	Y	19
Teaching with Technology	3/12/2012 12:00:00 AM	4/16/2012 12:00:00 AM	Online	Sharon Dennis and Kay Deeney	N	Y	17
PubMed for Trainers®	4/16/2012 12:00:00 AM	4/30/2012 12:00:00 AM	Syracuse, NY	Sharon Brown, Rebecca Brown and Amy Honisett	Y	Y	18
TOXNET and Beyond®	3/7/2012 12:00:00 AM	3/7/2012 12:00:00 AM	Houston, TX	Sharon Dennis and Rebecca Brown	Y	N	9
TOXNET and Beyond®	2/15/2012 12:00:00 AM	2/15/2012 12:00:00 AM	Los Angeles, CA	Sharon Brown and Rebecca Brown	Y	N	13
PubMed for Trainers®	3/7/2012 12:00:00 AM	3/28/2012 12:00:00 AM	Bethesda, MD	Janet Zipser, Kate Majewski, Margaret McGhee and Elizabeth Frost	Y	Y	17
TOXNET and Beyond®	2/22/2012 12:00:00 AM	2/22/2012 12:00:00 AM	Bethesda, MD	Shannon Jordan and Laura Bartlett	Y	N	7
PubMed for Trainers®	3/13/2012 12:00:00 AM	3/27/2012 12:00:00 AM	Chapel Hill, NC	Sharon Dennis, Sharon Brown and Rebecca Brown	Y	Y	14

Cancellations

Two "TOXNET and Beyond" classes were cancelled due to lack of registered participants:

TOXNET and Beyond: Chicago, IL, 04/04/2012

TOXNET and Beyond: Bethesda, MD, 04/18/2012

Self-paced e-learning Products

The self-paced tutorial needs assessment was open from January 24 – February 21, 2012; 594 respondents filled out some portion of the questionnaire. NTC staff compiled the results based on the type of audience. Respondents broken down by audience are as follows:

Health sciences librarians: 366 (62%)

Non-health sciences librarians (public and other librarians): 77 (13%)

Medical professionals (Public Health Professionals, Physicians, Nurses and Researchers/Scientists): 102 (17%)

Others (Health Sciences Faculty, Higher Education Faculty, K-12 Teacher and Students): 49 (8%)

The results showed that those who had used the existing tutorials in the past generally found them helpful in answering questions about the resources.

Topic suggestions for new PubMed tutorials included topics already available, indicating that improvement is needed in the promotion and organization of the existing PubMed tutorials. Respondents indicated a preference for short tutorials that they can find quickly.

Topic suggestions for TOXNET tutorials included search tips, real life examples, and differences between the TOXNET databases. Topic suggestions for the NCBI databases included how to get started and how to differentiate between the various databases and a train the trainer tutorial for librarians.

NTC and NLM trainers will use the results to re-organize the PubMed tutorial web page and to choose topics for future tutorial development.

A 28-question pre- and post-test was administered for the "PubMed for Trainers" class. The averaged scores for all classes are listed below.

NTC PUBMED FOR TRAINERS CLASS

*Pre-test: 66%

*Post-test: 78%

NLM PUBMED FOR TRAINERS CLASS

- *Pre-test: 73%
- *Post-test: 79%

Composite scores for individual questions were analyzed in order to inform changes to the pre-test and post-test for Option Year 1.

NTC PUBMED FOR TRAINERS CLASS

In February 2012, the NTC trainers taught their first session of the new hybrid PubMed for Trainers class. In the fourth quarter, NTC taught a total of five PubMed for Trainers classes. A total of 101 participants registered; 55 of them took both the pre- and post- tests; and 78 filled out the evaluation. The evaluation results for the fourth quarter are as follows:

Instructor knowledge, preparation, presentation skills and responsiveness to questions: High (85%); Good (14%); Fair (1%)

Participants rating of whether they acquired knowledge and skills they can use: Agree (93%); Somewhat Agree (7%)

Use of technology:

Problems with technology: No problems (69%); Trouble getting connected (22%); Trouble hearing (16%); Trouble seeing the screen (2%); Did not have adequate equipment (1%)

Length of Adobe Connect sessions: Somewhat too short (5%); About the right length (74%); Somewhat too long (20%); Much too long (2%)

Felt encouraged to participate in remote sessions: True (93%); False (7%) Most helpful parts of the course:

- *Thorough presentation of PubMed content and search features
- *The in-person session, hands-on examples and frequent discussions
- *Tips on MyNCBI

Least helpful parts of the course:

- *Some group exercises were dominated by one person
- *LinkOut discussions were not relevant/useful
- *Technology problems during some online sessions

Additional comments:

- *Would like more techniques for teaching PubMed
- *Very well presented and well worth my time and effort
- *I like the online presentation but prefer face-to-face for discussions
- *This course does take time to complete, but I am very glad I signed up and got through everything

Overall Rating: "A" (76%); "B" (24%)

NLM PUBMED FOR TRAINERS CLASS

NLM taught one PubMed for Trainers class in the fourth quarter. A total of 17 participants registered; 10 of them took both the pre- and post-tests; and 11 filled out the evaluation. The evaluation results for the fourth quarter are as follows:

Instructor knowledge, preparation, presentation skills and responsiveness to questions: High (82%); Good (14%); Fair (4%)

Participants rating of whether they acquired knowledge and skills they can use: Agree (91%); Somewhat Agree (9%)

Use of technology:

Problems with technology: No problems (73%); Trouble getting connected (18%); Trouble hearing (9%)

Length of Adobe Connect sessions: Much too short (9%); About the right length (73%); Somewhat too long (18%)

Felt encouraged to participate in remote sessions: True (82%); False (18%)

Most helpful parts of the course:

- *Lectures and hands-on activities
- *Discussions on structuring the training sessions
- *Learning about tags, subheadings, pharmacological actions, and clinical queries

Least helpful parts of the course:

- *Too much information
- *LinkOut homework was not relevant/useful
- *Overwhelmed by the drug and pharmacology discussions

Additional comments:

- *Include the common subheading pairings sheet
- *Excellent class; should be offered on a regular basis
- *Would have put the in-person class last

Overall Rating: "A" (73%); "B" (9%); "C" (18%)

NTC TOXNET AND BEYOND CLASS

NTC taught two TOXNET and Beyond classes with a total of 22 participants; 21 participants filled out the evaluation. The evaluation results for the fourth quarter are as follows:

Instructor knowledge, preparation, presentation skills and responsiveness to questions: High (98%); Good (2%)

Participants rating of whether they acquired knowledge and skills they can use: Agree (100%)

Most helpful parts of the course:

- *Separating TOXNET databases into risk assessment categories
- *Step-by-step navigation of the different sections and capabilities of the website
- *Exercises and hands-on materials were particularly helpful

Least helpful parts of the course:

- *Too many databases covered during class

Additional comments:

- *Instructors were very helpful in answering questions and kept the class engaged
- *Would like more time practicing databases

Overall Rating: "A" (95%); "B" (5%)

NLM TOXNET AND BEYOND CLASS

NLM taught one TOXNET and Beyond class with a total of 7 participants; all of the participants filled out the evaluation. The evaluation results for the fourth quarter are as follows:

Instructor knowledge, preparation, presentation skills and responsiveness to questions: High (96%); Good (4%)

Participants rating of whether they acquired knowledge and skills they can use: Agreed (100%)

Most helpful parts of the course:

- *Many hands-on opportunities to test resources
- *Overview of databases
- *Information on the right types of resources for specific information inquiries

Least helpful parts of the course:

- *Too many benzene examples.
- *Jumping around to the different databases which you can't connect to from the TOXNET page
- *Too many databases

Additional comments:

*Manual needs to be updated, old information

Overall Rating: "A" (86%); "B" (14%)

NTC TEACHING WITH TECHNOLOGY

NTC taught a pilot online asynchronous Teaching with Technology class during the fourth quarter. A total of 47 participants registered; 24 participants filled out the evaluation; and 17 completed the class. The evaluation results for the fourth quarter are as follows:

Instructor knowledge, preparation, and responsiveness to questions: High (98%); Good (2%)

Participants rating of whether they acquired knowledge and skills they can use: Agree (95%); Somewhat Agree (5%)

Most helpful parts of the course:

- *Exercises and hands-on learning
- *Distance learning tools
- *Networking and collaborating with others

Least helpful parts of the course:

- *Class was too short
- *Being required to comment on other participant's comments

Overall Rating: "A" (84%); "B" (16%)

NTC Web site

There were no major changes to the NTC web site during the fourth quarter. NTC staff continued to post to the blog.

MLA Educational Clearinghouse Activities

Michael Boer from Web-STOC created six pre-fabricated searches to search various subject categories of RML offerings within the Clearinghouse. The subject categories are:

- 1) Assessment/Evaluation
- 2) Consumer Health
- 3) NLM Databases
- 4) Outreach/Advocacy
- 5) Technology/Systems

6) Tri-Fold Brochures

The search links are available on the nnlm.gov training page.

Janet Zipser attended the Outreach and Evaluation Coordinators teleconference on April 26, 2012, to explain the instructions for describing non-CE resources within the Clearinghouse.

Collaboration with NN/LM staff

All regions, as well as the OERC and NTC, are now using the NTRP system for at least a portion of their classes. New features added to the system this quarter include:

*Regional representatives were given privileges to add user accounts within their region;

*Class description data can now be shared between regions;

*The e-mail messaging system was improved to ensure that data is not lost in case of a server failure;

*The text of the e-mail confirmation messages can now be customized at both the class and session level;

*A field was added to the registration form to collect information from registrants about what they hope to gain from the class. The system generates a report called the "why report" for each class that trainers can review in advance of the class.

Marketing and Promotional Activities

NTC staff worked with a marketing consultant, Cyndy Salzmann, to develop promotional and marketing materials; the materials were approved by NLM in April 2012 and NTC staff sent the materials to host sites for Option Year 1.

Other

March 30, 2012: Sharon Dennis attended "Introduction to Systematic Reviews," held at the University of Colorado in Denver, CO.

April 11-12, 2012: Rebecca Brown attended the 2012 National Training Conference on the Toxics Release Inventory and Environmental Conditions in Communities; Understanding the Past and Promoting a Sustainable Future. The conference was co-sponsored by the United States Environmental Protection Agency, The Environmental Council of the States and the National Pollution Prevention Roundtable and held in Washington, DC.

April 12-13, 2012: Sharon Dennis attended two bioinformatics classes entitled "Foundations of Bioinformatics" and "Translation Bioinformatics," taught by Dr. Diane Rein at New York University in New York, NY.