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K e y w o r ds	Library, e-learning
B a s i c o u r s e i n f o r m a t ion	<p>As the library's processes are turning into digital ones, the possibilities of e.g. self-directed e-learning seem evident. However, when dealing with more complex tasks as, for example, master's thesis related information-seeking, mere self-directed e-learning of the students still seems insufficient. Hence, the library's information specialists working with information literacy instruction are faced with a problem – to what extent we can rely on self-directed or guided e-learning in order not to compromise the students ability of making information-seeking related decision. Moreover, are there learning tasks in our courses (e.g. tools for master's thesis -course) that still produce the best results when held in classroom environment? Is it either online or classroom assignments that the students view most valuable for their master's thesis related information-seeking? To examine these questions, we needed to find ways to conceptualize and study our blended learning course designs. In this presentation we will examine the use of Garrison and Vaughan's (2008) framework as a way of conceptualizing blended learning courses and share our insights of its applicability. Hopefully, we can also discuss future directions together.</p>