

Implementation for William Allen White Library

William Allen White Library Student Training

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Implementation of Instructional Product

The William Allen White Library, otherwise known as the WAWL, serves as an academic library. I am working with current senior WAWL staff, led by Alex Moskowski, to create a self-paced, one-semester-long training program for student library staff. My goal was to create as many high-quality modules as possible from the 23 proposed modules within a Canvas course shell. I ended up making 9 modules out of these in the Canvas course shell for 2 student workers to test on Monday, October 27, 2025, between 3 and 5 pm.

Testing

Procedure

After emailing the client, we decided that the best time, with the most students available, would be Monday of the following week. For the purposes of the test, their reactions would be recorded via Zoom for further reflection and analysis, and to inform future modifications to the modules. The student workers were allowed to pick any module they wanted, and they could pick more than one if they chose to complete up to 2 modules during the allotted 1 to 2-hour testing period. They were told the test was for a class and that the designer was a student who wanted to know whether the modules worked. After getting both students set up with Zoom and with their modules, they started the testing period.

Student A

The first student, who will be called “student a” for anonymity, was an undergraduate with 3 years of experience working at the William Allen White Library across many different roles. They tested module 3 (Material Checkout Procedures) and module 4 (Reshelving Protocols). They took notes during the time, both on paper and out loud. In addition, during the

testing period, they asked the designer and the client involved in the design whether items should be modified or updated due to library updates or changes in wording. Based on the comments and questions, the designer received many notes on changes to the following modules, which are small adjustments that could better suit the library and the student workers who made the notes. In addition, the student gave suggestions afterwards for different module ideas that did not occur to the designer or the client, which they might include.

Student B

The second student, who will be called “student b” for anonymity, was a graduate student with a year of experience working at the William Allen White Library. They tested module 6 (Customer Service Fundamentals). They took notes during the time, both on paper and out loud. In addition, they also asked a few questions to the designer and the client about the module. There was some outdated material in the module, as pointed out by student B, and some artistic errors. Student B had a few suggestions or comments.

Reflection

After working very hard for a week to put up the modules on Canvas within a short amount of time, I am overall impressed that there were not more errors in the modules. But it does confirm that I do need more time and to slow down, giving time and thought to working on things, such as devoting more time to these modules and putting up more modules this semester. With the revisions, part of this was not having complete or partial information from the client, and not double-checking. This is something to know and keep in mind for the future. Also, during the testing period, I liked having testers with different styles: one was very vocal, and the other was more reserved. This way, I got to see all sides of my modules —the good, the bad, and

the in between. In the future, I would like to test more students and have more time to put up modules and double-check my work.