Sustainable Pedagogies: Creating Video Tutorials Through Faculty-Student-Library Collaboration

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Outline

• Background
  – Video tutorials in libraries
  – EDIT 202
  – Pilot Partnership
• Creating the Video Tutorial
• Evaluating the pilot
• Future Plans & Research
• Questions
“As the line blurs between students who approach the Internet as distance learners and students who prefer online learning, libraries are expanding their instructional reach and effectiveness through the creation of online tutorials.” (Bowles-Terry, Hensley & Hinchliffe, 2010, p. 19)

“Today's students have grown up in a heavily mediated and fast-paced online environment.” (Pressley, 2008, p. 19)
“Students recommend the use of multiple modalities in the design of learning objects. They prefer that the learning objects include both images and sound, are visually engaging, and are available at point-of-need, with some way to pick and choose sections to review.” (Mestre, 2010, p. 827)
Challenges

• Findability
• Time consuming & complicated to create
• Database interface constantly changing
• Technology requirements to create/view video
• Marketing to increase visibility
Video Tutorials in Libraries

• Poll: Who uses video tutorials in their library?
• Paired Discussion:
  – How are tutorials used in your library?
  – Who creates your video tutorials?
  – What software/tools are used to create/display the videos?
Context:

• EDIT 202 Instructional Technology course
• Groups create video tutorial as part of their presentation on a learning technology i.e. Animoto, Jam Studio, Timeglider
• Product is shown once

Problem: How could products be more useful given popularity of YouTube video tutorials?
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Solution: Partner with clients who need video tutorials. This extends the usefulness of the students’ work beyond the immediate course.

Example of a Sustainable Pedagogy
“Thrift, Vigour and Resourcefulness”

**Thrift:** Avoiding duplication of effort and resources

**Resourcefulness:** Designing student projects that can be re-used by other areas of the Macewan community
Pilot Partnership

- Liaison Librarianship at its best
- Faculty ingenuity
- Student course knowledge + enthusiasm
- Timeline restrictions
- Challenge of accommodating different workloads
EDIT 202

- Tools/skills learned in EDIT 202

Image from: http://instruct.ehc.edu/classrooms/User_documentation/Equipment_Use.htm
• Reasons for using Screencast-o-matic

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<th>PRO ($12/yr)</th>
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Creating the Video Tutorial

- Process & Collaboration
- Meetings
- The Video
“Video, meet library website…”

Added to Education LibGuide subject guide

- Tutorial Videos tab
“Video, meet library website...”

- Challenges:
  - Public vs MacEwan Account Access
    - Copyright
  - Hosting the streaming video
    - Working with University/Library IT departments
    - Youtube Channel?
  - Embedding & formatting the video
Feedback

Who we asked

- MacEwan librarian
- Former usability students
- Education student
Why so informal?

• Interested in preliminary feedback to show proof-of-concept going forward
• To improve future tutorials

Plans for future feedback

• Include feedback request on Education guide
• Conduct small focus groups in Fall 2012
Positive

“The whole tutorial was very clear and well put together.”

“The Narrator seems to know quite a bit about the database. “

“...more than enough information was provided to complete the requested task.”
Feedback

Recommendations

“I think it would be helpful to indicate the Get It buttons and explain how they work.”

“Subject terms are mentioned but the narrator does not explain the value of them or what would happen if you clicked on them”

“I think a Part 2 to this video that includes more in-depth search techniques would be helpful.”
Future Plans

• Pilot success?
  – Tutorial successfully created
  – Posted to public
  – Positive user feedback

• Open up opportunity to more EDIT 202 students?
  – Create “how to” videos for other library resources (e.g. other databases, website resources, etc.)
Future Research

Unanticipated outcome:

• **Discrepancy** between intended use (librarian perspective) and actual use (student)

• Do librarians design tutorials that directly support students’ needs? Or do we design them to align with our way of searching?
Future Research

Research question

“How can MacEwan librarians discover how students actually use the database?”

Opportunity for librarians to collaborate with CMPT 351 Usability?
Are video tutorials the answer?

• Only 5 of 21 students preferred video tutorial to a static webpage with screenshots.
• 19 out of 21 students performed better on a post test after using the static webpage, as opposed to the video tutorial.

Questions?

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