Tutorials Toolkit: Creating Sustainable Library Instruction

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Prepare and Gather Information

Questions to ask about your institution:

1. How many instruction sessions is your institution providing?
2. How many librarians do you have at your library?
3. What kind of library instruction is your institution providing (general or specific)?
4. How big is your student body?
5. How many online classes are there at your institution?
6. What types of questions are asked at the reference desk?
7. Does your institution provide reference assistance by chat or email?

Example statement of need for tutorials:

“To date, three librarians are able to teach 100 library instruction sessions per year. With a campus of 10,000 students, the current model of teaching only allows these librarians to reach 3,000 students each year. Interactions with students at the reference desk reveal that there are certain concepts that they lack in order to properly conduct scholarly research. By creating video tutorials, we can use a more sustainable model of instruction by reaching more students, addressing their basic understanding of libraries, and allowing for more innovative ways of interacting with students such as...”

Additional resources:

ERIAL Project: http://www.erialproject.org/
Project Information Literacy: http://projectinfolit.org/
Project SAILS: https://www.projectsails.org/
Ithaka S+R Surveys: http://www.sr.ithaka.org/content/surveys
Introduction to Research at the NEIU Library: http://libguides.neiu.edu/tutorials
Choosing a Vendor

1. Production options
   - Character animation, whiteboard animation, motion graphics, live action, screencast video, “claymation,” etc.

2. Price
   - Depending on your funding, it’s important to stay on budget. Many companies offer educator or non-profit discounts.

3. Time frame or schedule
   - Think about the resources you have to work on such a project, especially staff time. Discuss all constraints to each vendor you talk to.

4. Tone and aesthetic
   - Write for your audience and consider how the aesthetic of the vendor would communicate or influence your message.

5. Flexibility
   - Choose a vendor who is willing to be adaptable. Working in an academic environment means that depending on librarians’ schedules, adjustments may be necessary to the timeline and/or process.

6. Trust the experts
   - Video production companies specialize in interpreting concepts into visuals. Be sure to have an open dialogue about changes, but also trust the creative choices that the company makes.
Best Practices for Creating Online Tutorials

1. Make it accessible
   1.1 Make sure it works across devices without special downloads (html 5, YouTube)
   1.2 Make sure that it has captioning available (and translation, if possible)

2. Make it short
   2.1 Generally under three minutes
   2.2 Have a clear beginning and end
   2.3 If part of something larger, make the tutorial a segment rather than making one big tutorial (chunk it up!)

3. Make it simple
   3.1 Avoid too much text (make captions optional)
   3.2 Add callouts to draw attention

4. Make it clear
   4.1 Give it a clear, descriptive title
   4.2 Give information: length, level, part of a series?

5. Appeal to the learner
   5.1 Use a conversational tone and a human voice
   5.2 Establish credibility (may not be necessary for task-based tutorials)
   5.3 Use vocal variation to keep the learner’s attention

In-House Video Topic Outline

Video topic:

Audience:

Information Literacy Standard and Performance Indicator(s):

Assessable student learning outcome(s):

By the end of this tutorial, users will be able to:

1.
2.
3.

Glossary terms:

Related conceptual video(s):

Related in-house tutorial topics:
Linking to YouTube Videos on LibGuides

To link to videos on LibGuides from YouTube:

1. In LibGuides, click the "Add/Reorder" link in the column to add a box where you want the video to appear.

2. A new box will open. Fill in the box name. Click "Draft Mode" if you want the box hidden.

3. Click the "Add/Reorder" drop-down menu and click "Rich Text/HTML". This method will allow for your video to open in a new window. (*To embed the YouTube video directly into LibGuides and have it play in LibGuides, click the "Media/Widget" link and add the YouTube "embed code").

4. Click the "Image" button to add an image. Click the "Browse Server" to add an image from your computer.

5. Upload a new image or choose an image from your image library (click the "Insert Image" link on the image from your library to add an image).
6. In the "Image Property" box that opens, click the "Link" tab, and insert the share URL for the video. Choose "New Window" under "Target". Click "OK".

7. The picture will save to the size of the box. Click "Save & Close".

8. To resize the picture, click the "Source" button. Change the HTML code for the image to be the size you prefer. (*height="183" and width="332" is suggested.) Click "Save & Close".

9. If box was hidden, click the "Edit this box" button and unclick "Draft Mode".

For additional help: http://help.springshare.com/content.php?pid=101296&sid=761163

LibGuides Statistics:

Libguides Statistics provides information about the amount of views and clicks on your guides in time periods that you choose. To view LibGuides statistics, click the "Statistics" link at the top of your LibGuide page, and choose the page you want to view.
Analytics

Why assess with analytics?
- Overall use of each video
- Referring source
- Location of the viewer
- Browser and device use
- Types of viewers
- Views/uses within a certain time period
- Does not measure satisfaction or effectiveness

YouTube Analytics – provides data about individual YouTube videos.
- Views: number of views per video, where they were viewed, and when they were viewed.
- Demographics of viewers: country and gender.
- Playback locations: page, site, or device the video was viewed on.
- Traffic sources: sites and YouTube features to find content.
- Devices (used for viewing): computer, tablet, phone, etc.
- Audience retention: did the video hold the viewer’s interest?
- Engagement reports: subscribers, likes & dislikes, comments, etc.

YouTube Analytics basics: http://www.youtube.com/yt/playbook/yt-analytics.html

Google Analytics – provides data about websites and location of visitors.
- Audience:
  - Overview:
    - Demographics: language, country, city.
    - System: browser, operating system, service provider.
    - Mobile: operating system, service provider, and screen resolution.
  - Behavior:
    - New vs. Returning: new visitor or returning visitor?
    - Frequency & Recency: how many times did a user return?
    - Engagement: how long did a user stay on the website?
  - Technology:
    - Browser & OS.
    - Network: owner of IP address.
  - User Flow: graphic representation of the path users took through your site.
- Acquisition (where are they finding your videos).
- Behavior (behavior flow, landing pages, exit pages, and bounces).

Google Analytics basics: https://support.google.com/analytics/answer/1008015?hl=en
Surveys

Consider the breadth of what a survey can show you
When you use a survey to collect information from tutorial users, the key is to consider what data you need for internal purposes (planning for future tutorials, learning how best to use tutorials, generating data to demonstrate to administrators the success of tutorials), and what data are already provided by analytics. What kinds of questions can you ask that analytics cannot answer? Here are some suggested categories, with example questions:

- Success in achieving intended learning outcomes
  - “Which of the following is an example of a peer-reviewed source?”

- Sense of satisfaction (independent of concrete evidence of learning)
  - “Do you feel this video helped answer your questions about this topic?”

- Perceptions of the library and/or librarians
  - “After viewing this video, how likely are you to contact a librarian for assistance in the future?”

- Tutorial-specific feedback (to use for planning)
  - “In the future, would you prefer videos that are longer than this one, with more details, or shorter than this one, with fewer details?”

- Perceived relevance of the concepts covered
  - “On a scale of 1-10, 10 being ‘very relevant’, how relevant were the topics in this video to the assignment you’re currently working on?”

What free or low-cost options exist to collect survey data?
Many libraries currently have free or paid subscriptions to SurveyMonkey, but it’s important to know your range of options. Here are a few survey platforms we recommend that you consider:

- SurveyMonkey [https://www.surveymonkey.com/](https://www.surveymonkey.com/)
  - Only free for short surveys with a cap on how many responses you collect; otherwise $300/year to get extensive question logic (e.g., if a user answers A they get Question 2, but if they answer B they get Question 3) and detailed reports.

- Google Forms [http://www.google.com/forms/about/](http://www.google.com/forms/about/)
  - Free, integrates seamlessly with Google Sheets for data collection, some ability to use question logic and other settings, but less reporting options than SurveyMonkey.

- Polldaddy [https://polldaddy.com/](https://polldaddy.com/)
  - Only free for short surveys, but more options than with a free SurveyMonkey account; otherwise $200/year to get question logic, detailed reports, and white label surveys (no Polldaddy branding; SurveyMonkey will allow white label surveys only for its highest subscription level at $780/year)
Outcomes

How will tutorials be useful to your library community?

In-person instruction
- Tutorials can be integrated throughout your current instructional program. Tutorials can serve as attention-grabbers at the start of traditional lessons, transitions within a session, or as “prep materials” that students review before coming to the library for a flipped classroom.

Online instruction
- For distance education students, or classes for which the faculty simply can’t make time to have you present in-person, tutorials can be used as building blocks for online learning modules you develop and make available in your institution’s CMS. They are also handy to use in responses you might post to a discussion board as an embedded librarian.

Reference interactions
- When assisting chat patrons, rather than try to narrate answers you’ve given hundreds of times, while trying to describe what they’ll see on their screen, it’s convenient to paste in a link to a tutorial so they can see the screens and hear the explanation themselves. Links to tutorials might also be provided in-person to patrons who don’t have time for a lengthy explanation, or want to be able to review what you’ve just explained to them at home.

Website FAQ or help sections
- Video tutorials are more dynamic and personal than blocks of text, and can help reinforce for patrons that the library is there to assist them 24/7.

How will tutorials be useful to you as a librarian?

Statistics
- In an era where data is king and your administrator needs some hard numbers about what librarians do for their annual report, tutorials (and accompanying learning modules and/or surveys) will provide a chance to easily collect a lot data that can show the library’s impact.

Reputation
- Well-executed tutorials, especially when clearly identified with the library/librarians, can help establish or cement your reputations on campus as tech-savvy creators of content.

Win over stakeholders
- Tutorials are still “flashy” or “cutting edge” enough on many campuses to help you attract attention from previously disengaged faculty, convince university administrators that your library is forward-thinking and innovative, etc.

Building skills and starting conversations
- The process of working on and implementing these tutorials will itself yield benefits for all the librarians involved. You’ll talk with colleagues about your priorities, discuss what you value most and how to share those values, and maybe even take a broader look at information literacy in your library (and on your campus) to see what else needs a fresh approach.