

**Grand Valley State University**

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**From the Selected Works of Rita Kohrman**

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2013

## Development of Online Tutorials for Library Instructions for Education Students

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Available at: <https://works.bepress.com/kohrmanr/7/>

# **Sabbatical Report**

**Rita Kohrman**

**Development of Online Tutorials for Library Instructions for Education Students**

**Winter 2013**

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## Sabbatical Project Evaluation and Assessment

### Executive Summary

The goal of my winter 2013 sabbatical was to move as much as possible of my library instructions to an online format. I used Camtasia, Prezi, PowerPoint, and Screencasting to make the tutorials. The videos were made using Adobe Premiere CS6, Apple Final Cut Pro and Apple iMovie.

- ✚ Twenty-two tutorials and 8 videos were placed on the Library's YouTube channel. Click the Video link to view.
    - <http://www.youtube.com/user/gvsulib/videos>
  - ✚ The library tutorials covered the broad themes of services, catalog, research, databases, APA, and miscellaneous. Out of 36 possible topics, 15 were covered. Some topics required multiple parts due to the length of the tutorials.
    - Services: Document Delivery (2); RefWorks (3-not placed on Library YouTube channel)
    - Catalog: Summon or Find It Searching; Searching for COE Dean's Award (3); Using MeL (will be posted mid-October due to changes with MeL's homepage)
    - Research: Building a Search Strategy; Primary Vs. Secondary Articles; Scholarly Journals
    - Databases: Education Research Complete (2); ERIC (2); Ulrichs Web
    - APA: Best Online APA Sites ; APA Article Citation; APA Book Citation; APA Chapter Citation; What is a DOI?; Chasing Citations
    - Misc: Steelcase Library
  - ✚ The Curriculum Materials Library videos covered two general tours, four equipment videos, and two student interviews on how they used the CML.
    - Curriculum Materials Library Collection Tour
    - Curriculum Materials library Equipment Tour
    - How to Use the...Binding Machines
    - How to Use the...Ellison Die Cuts
    - How to Use the...Laminator
    - How to Use the...Poster Printers
    - Lesson Planning (Interview)
    - Success with the CML (Interview)
- What were your goals?
- Goal 1: I proposed to develop new capabilities for teaching during this sabbatical. Specifically, I intended to learn how to use tutorial software and Blackboard Collaborate to create online instruction modules for library instruction for classes which will benefit me, the College of Education (COE) faculty and students, and the University Library as a whole.
- Goal 2: I intended to further develop my technology skills to improve and synthesize my library instructions and workshops by increasing my knowledge of different technology applications that enhance teaching and learning.
- Goal 3: I wanted to learn and practice new skills to deepen and extend my professional capabilities. I planned to have these tutorials available by Spring/Summer 2013 on the appropriate sites, such as GVSU's Blackboard and/or YouTube. I also planned to pursue the possibility of having the tutorials made available in the Association of College & Research Libraries' database, PRIMO (Peer Reviewed Instructional Materials Online), the ARCL national library database for online instructional materials [<http://www.ala.org/apps/primo/public/search.cfm>] and ANTS

(ANimated Tutorial Sharing Project), a collection of open source tutorials  
<http://ants.wetpaint.com/> ].

- Did you accomplish all your goals?

Goal 1- New capabilities of teaching, specifically the use of tutorial software (Yes) and Blackboard Collaborate (No)

Goal 2- Develop technology skills to improve and synthesize my library instructions and workshops to enhance teaching and learning: Yes

Goal 3.1- Learn and practice these new skills to deepen and extend my professional capabilities: Yes

Goal 3.2- Submitting for review by ACRL's PRIMO (Peer-Reviewed Instructional Materials Online) and ANTS, Animated Tutorial Sharing Project: No

- Success/Prevention

If yes, what factors led to success? The assistance of the College of Education technology graduate students enabled me to fully understand Camtasia software and develop my editing skills. After working with Ahmed Lachheb and Justin Melick, the COE graduate assistants, and Aaron Bannasch, former COE graduate assistant, I have a better understanding of the editing process for tutorials and videos.

If no, what barriers prevented you? Because of the unexpected home situation, I was not able to accomplish two of the technology applications. The videos are not linked to QR (Quick Response) codes for self-guided tours. The second technology piece, use of Blackboard Collaborate to present the tutorials to students, is in process.

- Reflect on what was completed during the sabbatical itself and what remains to be completed.

I finished 25 tutorials, three of which will not be used (RefWorks) due to subscription cancellation. Eight videos were filmed previously but not edited and finalized until the sabbatical. The use of the COE Digital Studio allowed me to develop higher quality tutorials beyond what I could have accomplished using my laptop at home. The superior microphone and high-end iMac computer provided clearer audio and screen resolutions than my microphone and PC. The feedback from the graduate assistants assisted me in understanding scripting, action, and the use of images in tutorials and videos.

After completion of the tutorials and videos, I then had to learn how to post on YouTube. I used my personal YouTube channel to temporarily place the tutorials and videos while adding titles, transcripts, descriptive tags, and annotation bubbles. This portion of the sabbatical was accomplished in July. When the Library places the approved tutorials and videos on the Library's YouTube channel, these steps will be duplicated.

I will work with Matthew Roberts, IDel team member, during the fall semester to place QR codes on the CML videos. The QR codes will allow mobile devices such as smartphones to quickly link to the videos. The QR codes will be placed on various objects within the CML to provide instant instructions on the use of the various machines or information about the collections. The two-dimensional barcodes will assist students during self-guided tours or class assignments. This is very important because of the numerous class assignments where students are required to visit the CML.

Now that the fall term is nearing, I will be using Blackboard/Collaborate to record my 693/695 library research workshop for the graduate education students. At this time, I have students in the Jackson, Livonia, and Traverse City areas and in Brazil who wish to 'collaborate' over Blackboard.

I have not submitted the tutorials to PRIMO or ANTS. I will seek advice from my library peers at GVSU to see if they feel the tutorials should be submitted for consideration by PRIMO or ANTS.

I did not visit Harvard's Graduate School of Education librarians as planned due to the unexpected family situation.

Benefit to your own or other units.

I received feedback from library personnel (library faculty and staff), education faculty and students in choosing tutorials to meet their specific needs. The intended audience for the tutorials and videos were the education faculty and students, but many of the tutorials are useful beyond the College of Education. The business librarian has identified 13 of the 25 videos that would be useful to Seidman Business. The tutorials and videos can be placed in all faculty blackboard accounts, thereby assisting all GVSU students with their research needs.

Finally, your sabbatical report should tie your project into other aspects of your work on campus.

- The use of library tutorials and videos will assist students and faculty in a variety of curriculum needs, especially with the emphasis on online and hybrid classes for education graduate studies. The development of the Education Doctorate will benefit those faculty and students, allowing for a freedom from place and time to pursue their course work.
- Few articles have been written providing the 'truth' or useful hints about the actual making of tutorials. I will write an article with Justin Melick, the COE technology graduate assistant, on the steps used to produce the videos and tutorials. Justin will focus on the technology end of the experience while I will share hints, such as font size for reading the script, placement of action labels, and saying "Pause...1, 2, 3" when a reading error occurs.