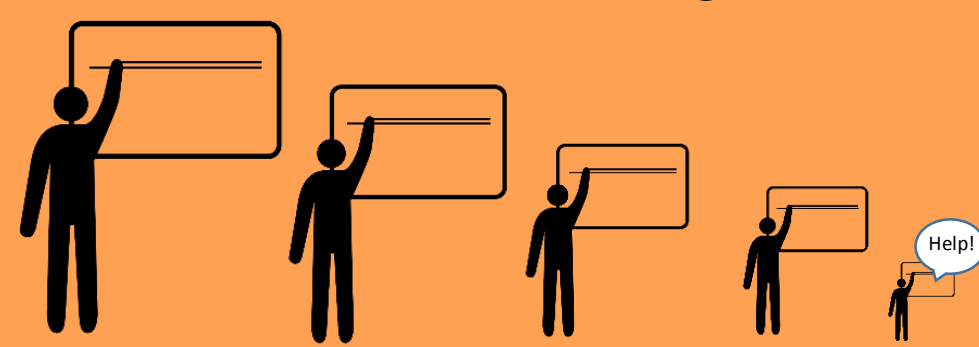


## Problem

8k new students each year who need to achieve a set of basic information literacy outcomes...



...and a shrinking library staff.



### How do we...

...maximize classroom time?  
...meet students at the point of need?



## The Solution?



### Videos!

...teach students concepts and skills like understanding peer review and finding articles

...include them in pre-session assignments and in research guides

According to our Web analytics, for the 2013/2014 school year, Find Articles was viewed almost 500 times. That's great....

### However...

These videos take a long time to plan, record, edit and put up on the Web. They also require regular maintenance...so, we need to know...

## Do they work?

## Approach

### Recruitment

- Used email to ask for first-year student volunteers to participate in a one-hour session to help librarians improve video tutorials
- Volunteers signed up for one of 15 open slots using "you can book me" app
- Of 15 confirmed volunteers, 10 showed up for assessment sessions
- Participants received \$10 Amazon gift cards

### Assessment Design

- Participants were given a research scenario that had them find a book or article in various steps as a pre-test, and were asked to think aloud while performing each task
- Screencast software was used to record participants' voices and screen movements
- Participants then viewed a video tutorial before once again completing the scenario

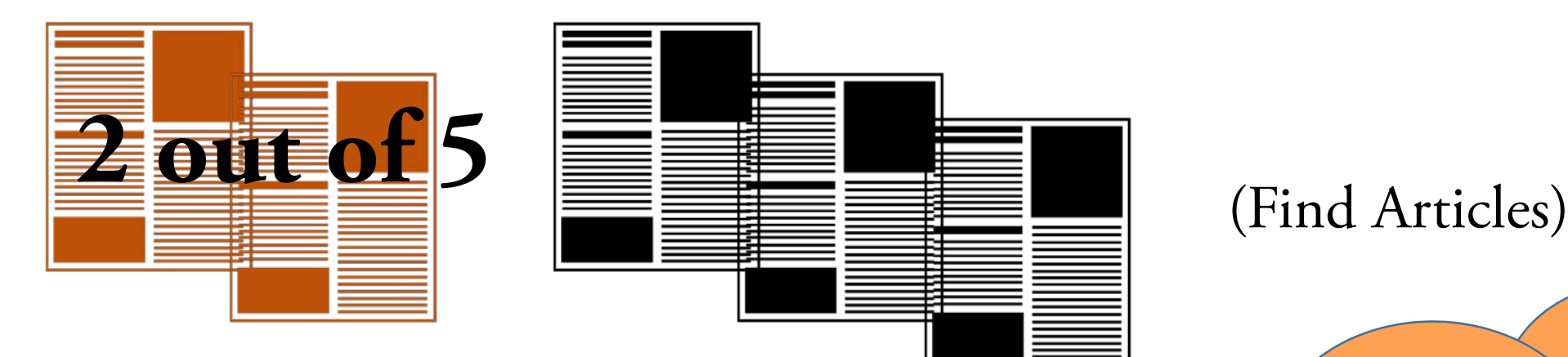


### Analysis

- Quantitative analysis of task-completion rate
- Qualitative analysis of participant commentary

## Findings

Before watching the video...



After watching the video...



Seems like the Find Books video had no effect on student learning, but the Find Articles video doubled the number of successful students...

## Themes

- Videos work best for concepts or visual skills
- Success of videos in teaching learning outcomes does not mean students would watch them "in the wild"
- Videos must be easily found if students are to use them

"I like to watch videos for complicated things, but I prefer text for simpler things. I'll watch a video if the text doesn't make sense."

"A lot of people wouldn't watch the video. I wouldn't watch the video. I would prefer to have a text guide open, then go back and forth."

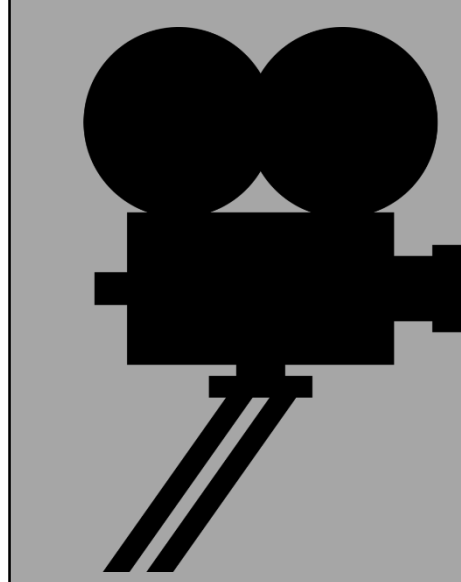
"The part about finding a book was very clear. It was a good visual."

## What Now?

### Our takeaways

- The assessment told us that our videos are successful in helping students achieve intended learning outcomes, but that there might be less time-intensive ways to achieve the same outcomes.
- Based on our results, we decided to drastically cut our video production, freeing staff time to focus on other projects that give more return on investment.
- We ceased production of our "Tip Jar" video series that was designed to engage undergraduates.

### Questions to ask ourselves before creating videos



- Is this a conceptual issue that is complicated enough to necessitate a video, or would a step-by-step text guide suffice?
- Would this video serve a curricular need beyond the immediate use I have in mind (e.g. use in future flipped classes)?

### Future directions

- We asked teaching librarians to think of common threshold concepts that they often address in classes, and may have a videographer help create these as high production value learning tools that can be incorporated into multiple classes across the curriculum.
- We are creating a shared repository of high quality learning objects that have proven through assessment to have a positive effect on student learning.

## Contacts

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