"Is There A Recording? Can I Get the Slides?"

The Death of Live Workshops

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Learning Objectives

❑ Authentically reconsider the value of recording & sharing lectures

❑ Examine the pedagogical value of a live workshop versus learning with multimedia

❑ Recognize the value of beginning with video and following up in person instead of the other way around!

APA & PubMed Workshops

	APA Online	APA In-person	PubMed Online	PubMed In-Person
Spring 2022	10 registered 1 attended	8 registered 2 attended	12 registered 5 attended	9 registered **0 attended**
Fall 2022	7 registered 3 attended	4 registered **0 attended**	11 registered 4 attended	8 registered **0 attended**
Spring 2023	9 registered 3 attended	7 registered **0 attended**	15 registered 6 attended	6 registered **0 attended**

A Question to Consider

In the past 3 months, how many hour-long missed
- ✓ Presentations
- ✓ Webinars
- ✓ Workshops HAVE YOU WATCHED?

HOW MANY POINTS?

WE FEEL GOOD WHEN WE SIGN UP TO LEARN NEW THINGS - 1 POINT

WE FEEL GOOD WHEN WE REQUEST THE INFORMATION WE MISSED - 1 POINT

WE JUST DON'T WATCH HOUR LONG WORKSHOPS WE MISSED - 0 POINTS

Informal Survey Responses

"I have a year's worth saved up"

"I HAVE THE BEST OF INTENTIONS TO WATCH THEM"

"I will watch at least some of them eventually"

"I want to watch them; I mean I plan to"

"No"

"It's good to have them"

"I guess I might never watch them"

Workshop Versus Lecture Versus Video

- Workshop suggests interactive learning activity
- Active participation versus passive
- Students emerge with something they've created

- Lecture suggests passive absorption of information
- Are your workshops actually lectures?
- Creating videos instead of workshop/lectures

- Creating brief videos in a series that connect & build
- Lecturing and demonstrating
- Recognize students' role as passive or active

BEGIN WITH A VIDEO INSTEAD OF RECORDING A LECTURE

ZOOMBRARIAN

➢ Answer reference questions with videos

➢ Personalized to student's topic

➢ Brief 10 minutes, never over 20 minutes

➢ Get right to the point

O'Grady, K. (2022). Zoombrarian: Using Zoom to provide personalized database instruction. *College & Research Libraries News, 83*(1), 31. doi:https://doi.org/10.5860/crln.83.1.31

From Tomaszewski article

"The effect of traditional face-to-face synchronous sessions can be enhanced through asynchronous videos by helping students review and retrieve the information delivered with in-person instruction."

"Suggestions for improvements from the in-person instructional sessions hinted at the introduction of videos such as 'include videos' and 'Watch some videos to get a better understanding.'"

"Compared to in-person instruction, videos specifically provide students repeated access to the workshop (users can stop, pause, replay, rewind or fast-forward) that can be taken at their own pace, anytime, and anywhere."

In-person Versus Video

- ▶ Technology issues

- ▶ Hybrid instruction fails

- ▶ Librarian can forget material

- ▶ Students at different levels

- ▶ One issue slows class down

- ▶ Students can pause, stop & replay

- ▶ Librarian can teach many at once

- ▶ Frees librarian time for other pursuits

- ▶ Use video to teach basics then offer more personal help

- ▶ Most students prefer to learn with video

Tomaszewski article:

"...the preference for asynchronous one-shot library workshops will only increase with incoming Gen Z students and beyond since videos have always been a commonly used resource for information and knowledge with this demographic cohort."

- We no longer need to be in a room together to learn
- Most people prefer to be in control of their own learning
- Most people prefer to learn with brief videos created to teach
- Recordings of whole lectures or workshops go unwatched

Discussion & Questions

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Videos replace librarians?
Count video hits as stats?
Workshop success stories?
Workshop alternatives?

Workshop Alternatives:
Interactive tutorials
Small group research circles

THANK YOU!!