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Abstract:

With an increase in our pool of users and a cap on hiring, the librarians in our shop needed a way to clone themselves in order to deliver the same good service on which we pride ourselves and on which our constituency has come to rely.

Our proposed solution was to create video segments on how to use the library effectively. Funded by a grant, a project was undertaken to produce a series of fifteen videos designed to guide students through the research and writing skills that their program chairs deem essential for top-quality work. This paper presents the thought process that went into this project, the theoretical underpinnings, and our progress to date.

Introduction

There is proof that a mere mortal can become proficient in educational videos in a year and a half. This paper details just that process. The Louis de la Parte Florida Mental Health Institute (FMHI) Research Library is part of the University of South Florida Library system and it is housed the College of Behavioral and Community Sciences. In July of last year, Claudia Dold was sent to a one-week school to teach faculty how to incorporate media into their teaching tasks. She came away impressed by how useful video could be and wholly unequipped to do anything with it.

As a person who takes a challenge seriously, she created a video for our library site to answer typical questions – how to find the library; when is the library open; how to contact the librarians. Those were the first lessons in how to use Camtasia, and how not to audio narration. She tried a second video, this one about the basics of interlibrary loan. These videos were posted on the library's website, on YouTube, on iTunesUniversity, and an announcement was made on the main library's monthly newsletter.

In August of 2007, the University reorganized. Suddenly, the user population for our library went up by 2000 undergraduate and graduate students and some 250 faculty. Suddenly, video seemed like the <u>only</u> way to survive the demand for instruction. Videos 3, 4, and 5 followed, addressing how to find an article when one has a citation; how to narrow the search for a paper, and how to find print journals. Then, we created a sixth video in an effort to clarify the purpose and strengths of the FMHI Research Library. Video 6 describes our mental health services research and policy collection. That's what this library does – it serves the research needs of mental health researchers and policy makers for the state of Florida and for the nation. It serves the students who will provide services and become researchers and policymakers. It serves the faculty who publish and teach, and it serves the legislature when they need research done. We are a special library with a very clear focus. We are three people who staff the library.

Ardis Hanson, who is the head of the library, met with the chairs of the departments and explained the services that our library provides. The six videos were used heavily and we received great feedback. The demand for teaching skyrocketed. It became clear that each department had specific needs, one of which was a pressing need for help for their graduate students. Two chairpersons wanted a clearer definition of the elements necessary to produce a good thesis so that the students' written work would improve.

We had another challenge: creating videos that met our own rigorous standards for teaching and information transfer. Since FMHI is grounded in behavioral approaches, we examined behavior models that address both technology and information skills behaviors. The Vitolo and Coulston information competency framework suggests that the user's perception of the task is the basis for the actual performance of the task, for the interpretation of his or her information needs, and for the decision-making to ensure satisfaction, or successful completion of the task. In short, Vitolo and Coulston mapped information systems skills to pedagogical skills. Doing so created a matrix of skills tied to behaviors tied to information seeking.

Table 1: The "information literacy competency" taxonomy

	Knowledge	Comprehension	Application	Analysis	Synthesis	Evaluation
Hardware	What are the system	What do the components of	When would this	How does this work?	How would I build this	What improves hardware

	components?	this system do?	suit my needs?		hardware?	design?
Software	What are the software components of a system?	What is the role of the software?	When would the software fit the situation?	How does this software work?	How would I build this software?	What conditions produce quality software?
Data	Where can I get data?	What does this data mean?	When would I use this data?	How is this data interpreted?	How would I appropriately gather the data?	What factors increase the value and reliability of data?
Procedure	What actions can be taken?	What is the purpose of an action?	When would an action occur?	What are the steps of the action?	How would I define the steps of the action?	Which aspects of an action are necessary and which are sufficient?
People	Who are the stakeholders?	What are the roles and relationships of individuals in a situation?	When should an individual become involved?	How is the person responding?	How can the individuals have their responses changed?	What significance does an individual have to the progress of a system?

NOTE: The "information literacy competency" taxonomy is provided with the permission of the *Journal of Information Technology Education*. [2002, v1:no.1, 43-51. Available http://www.jite.org/documents/Vol1/v1n1p043-052.pdf]

Another advantage of this approach is the perspective: we think about the 'big pictures' of how, where, and what tools and information are necessary, not only for the user but also for us in the daily performance of research and instruction.

Using a behaviorally-oriented theoretical model was the perfect choice for us. Faculty and chairs discussed their concerns about research behaviors, which they saw as paramount to ensuring good outcomes for the students and their respective programs. By partnering with faculty and focusing on their primary goals for their students, we honed our list of video topics to 15, covering the initial searching of databases to the final product, properly formatted in APA style. Then we wrote and secured a grant, which provided funds for two new computers, additional video software, and student talent to work with us on the production phase.

Getting the grant was very exciting. Claudia worked up a timetable that Ardis thought was generous, and then we caught up on other projects, having months to generate the videos. And as the time passed, life caught up with us. Ardis broke her ankle and was out of the library for a while. The Dean asked Claudia to work on his pet project. Then one of the three of us who staff the library had a severe heart attack. Overnight, we were two people with a three-person workload and a video project on the table.

Despite the crunch, we resolved to spend the time necessary to cover each of the 15 topics at the graduate student level, while still keeping the length to about 10 minutes per video. This was the process: we ordered the topics in a logical manner and then planned teaching units in sequence so that X skill was introduced before Y. Ardis scripted the texts and Claudia recorded them as they became available. We used an audio program named Audacity, a free program, which let us edit out the 'mis'-takes and other sound problems. We explained the style we wanted with the three part-time assistants. The video assistance preferred to work on all

phases of a video, so each of them was allotted five videos to produce. Claudia or Ardis planned the storyboard with them, made sure they understood how to use Camtasia and how to make video recordings in Camtasia, and then put in a few words about copyright infraction. The assistants were free to populate the videos with humor, screen shots, screen captures, and photos to illustrate the text. At a maximum of 10 seconds per screen, which is about as long as one can expect anyone to look at a still image, a 10-minute video requires 600 screens. The video assistants worked in our offices, and we were always available to discuss options for making a point or communicating an idea.

Since this video project is grant funded and will serve graduate students in the Rehabilitation and Mental Health Counseling Department and the Applied Behavior Analysis program, all videos are close-captioned. Close-captioning with Camtasia is easy since the scripts are written and reviewed before the video work begins.

Storyboarding is the key to a successful video. It is the stage of work where an idea is translated into visual units, or frames, for the video. The choice of visual material depends upon the concept we want to teach. Text works well for a definition; in other cases, a cartoon drawing or free images – from Word and online – are preferable. To explain how to use a software package, we use a video screen capture, so the viewer can see all the steps in order, in real time. Photos are a great way to enliven a video and to introduce humor. We also screen carefully for limits – for the level of student, their attention span, depth of coverage, delivery style, music, and humor.

When an assistant finished a video, either of us (Ardis or Claudia) reviewed it, and then it was sent out to faculty and a test group of graduate students. We used the .wmv format so the video could play on a Windows platform. We were very interested in feedback and made changes accordingly.

No project is successful without the people component, so we looked for specific talent when putting together our video team. Between the two of us, we already had a background in project management, accounting, graphic design, and editing. We knew we needed someone who would solve any hardware and software problems. We also wanted someone who was a fuss-budget when it came to details. As Ardis says about herself and about me, "A little OCD is a good thing" (OCD, in the mental health field, stands for obsessive-compulsive disorder). We were lucky to find the talent we needed among the student population.

In order to manage this project, a file-naming convention was set up, as was an online worksheet to track the progress of each video. We kept touch by email, solving problems for each other. And there were a few problems that cropped up! Somehow we overlooked equipping the new computers with a jack to allow the download of video from the video camera. Storage became a problem early on. Video requires a lot of storage space. We needed a backup file for two reasons: to rebuild a video if necessary, and to store the component parts as well as the finished products. We invested in a terabyte external drive. After final testing, the completed videos will be archived on DVD.

Evaluation is an important part of this project. The Florida Mental Health Institute has its own survey unit. We can send to them any surveys we intend to issue, and have the prototypes evaluated for clarity of language, for accuracy of presentation to target the real questions, for overall questionnaire evaluation as an effective survey tool. There are also known measures that

address the acquisition of critical thinking and attitudinal measures. We have several measures under review right now and are waiting for feedback from the Chairs.

Our evaluation process is iterative. Viewing research skills as a continuum, we try to incorporate tools as part of a complete menu of skills and competencies needed to be successful in performing research. When looking at the behaviors and skills necessary to decide which citation management software (CMS) to use, to understand APA citation style, and to handle importing/exporting references, user feedback provides talking points in the video discussion about the choice and use of a citation management program. Choice of language is also important: there are differences in what students call certain actions and what we call certain actions. By incorporating feedback of the videos that discuss exporting citations to CMS databases, the language should be mutually comprehensive to move on to the cleaning-up of imported citations, embedding references, generating the bibliography, and troubleshooting.

For example, if we wanted to determine if the students understood the use of CMS, we might want to ask them the following:

- What is the basic format of an APA citation?
- What is the correct APA format for journals (books, web resources, etc.)?
- Why would you use a CMS?
- How do you export citations?
- Can you correctly generate a bibliography using a CMS?
- Has the use of a CMS facilitated your research and writing skills?
- What did you learn that you did not already know?
- What did you not learn that would have been helpful?
- Did you contact the library for additional support or training?

At the end of every pilot video, students will be asked to briefly answer questions so their comments may be incorporated into revisions for the final product. The process will be iterative for individual videos in the series and cumulative as a whole. Early videos will inform the design and delivery of later videos in the process of creating the corpus of fifteen units. Student and faculty feedback will guide the final evaluation questions for use through subsequent semesters to assess student learning and to ensure that library services stay focused on quality improvement and user outcomes.

We also want to have a larger, 360 perspective and ask all the stakeholders: user, faculty, department chair, and librarian. So, then what questions might there be from the stakeholder perspectives? Some possible questions/areas include:

- user satisfaction
  - content,
  - delivery,
  - usefulness/applicability
- faculty satisfaction

- what do the professors expect from the survey?
- did the advisor(s) see an improvement in the student thesis?
- willingness to play again with us
    - chair satisfaction
        - their own respond to the videos
        - the results of the student response
        - faculty feedback
        - willingness to play again with us
    - librarian feedback
        - perceived success of the project
        - feedback - 360, including feedback from the Dean
        - willingness to play again with faculty and chair

Please note that a critical component of the evaluative process is at the level of faculty: the willingness to engage in future collaborative projects. Yes, the project works, however, are the players wiling to engage again to create another product or new processes to support the teaching and research missions? A positive response for future engagement is essential to build rapport and support new initiatives.

As with any academic institution, we want our project to support university goals. Two goals of the USF *Strategic Plan* is that students 1) show "demonstrated acquisition of knowledge, communication and critical thinking skills; and competency to synthesize and apply new knowledge" and 2) become lifelong learners. Our intention is for this project to fit within these goals.

In addition, we have our own goals for this project. Our first goal is to be student-oriented: to provide students with the tools they need to write their theses at a level that satisfies their department chairs, that is available 24/7, that they can review as often as needed, and then gives them a framework in which to pose specific questions when they want help from a librarian. Our second goal is to be faculty-oriented: to work collaboratively with teaching faculty to develop tools that they stand behind and target their specific concerns. Our third goal is to be library-oriented: we want to learn to build useful tools. We fully expect to learn a lot in the process of making these fifteen articulated videos that will be valuable for future video work, for a different audience, for a different level of student.

To best understand how students work, we believe it is essential to understand the student. To best understand professional practice, it is essential to understand the professional. For those of us who work with students and faculty in behavioral or social sciences, it is critical to keep in mind the *end result* of the student's academic goals and/or the goals of the academic program. In the case of FMHI and its larger College of Behavioral and Community Sciences, it is to become a licensed and/or credentialed professional in the helping and public service professions. Again, by keeping that 'big picture' perspective, we are able to provide support,

training, and resources in the transition from pre-service to in-service to continuing professional development. More simply stated, it allows the students to connect their personal development and professional identity to the library/information environment in which they must work. And that, for us, keeps us simultaneously focused what is best practice for our now and future users, be they student or faculty, researcher or practitioner, and what skills they will need.