Worth Watching: Assessment of Video Tutorials in Academic Libraries

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Overview

- Background information
- Overview of projects
- Results
- Conclusions
- Going forward
Background - 2010 and 2012 Survey

• New MBA Consortium students needed company and industry information to prepare for interviews with recruiters.
• Asked us to create the video tutorials in 2010
• Videos were intended to help complete a specific task: build lists in OneSource, find career information in Vault, etc.
Background – Testing Group

• MBA Consortium Student Group 2013:
• Age: 26-35
• Minority students
• Met with job recruiters off-campus before ever coming to Kresge
Background - Creation of Videos

- Librarians created scripts based on frequently asked questions.
- Technologies included Audacity for audio and Camtasia for screen capture.
- Videos were integrated into the library website and advertised through email.
Overview of Two Projects

• 2010: How do we evaluate the effectiveness of non-interactive task-based point-of-use video tutorials?

• 2012: Can grad students (MBAs) learn a library database task through a screencast video tutorial?
  – Librarian questions: Is video creation worth our time? Are students using them?
2010 Literature Search

• How do we evaluate the effectiveness of non-interactive task-based point-of-use video tutorials.

• Best practices included:
  – Pre/post Tests
  – A/B tests
  – Focus groups and user interviews
  – Surveys
  – Statistics
Survey Methodology 2010

- 2010
- Questions made up by librarians (experience)
- Library Director sent email with Qualtrics survey to MBA Consortium students
Screen Shot 2010 Survey

Which of the following Kresge videos did you view? Please check all that apply.

- Build a List in OneSource
- Exporting Financial Data from Orbis
- Finding Company Information in One Source
- Finding Country Statistics in GMI
- IBISWorld Industry Reports
- MarketLine Company Profiles and Industry Reports
- Vault Career Insider
Results 2010

- 30% students responded to email survey (13 out of 45 total)
- 23% of respondents had used the videos
- 77% of respondents didn’t use videos because:
  - Didn’t know they were available
  - Videos were not relevant
Conclusions From 2010 Project

- Our evaluation of video tutorial methods pointed out the strengths and weaknesses of each one for our purposes.
- We concluded that future evaluation should include:
  - Continued gathering of usage statistics
  - Focus groups to refine tutorials/topics
  - Testing methodologies that measure learning and usefulness
Conclusions 2010, con’d

• From our email survey we concluded:
• We needed to clarify what the Kresge Library can do to help Consortium students
• We need to send reminders at strategic times throughout the program.
• (Most students had not used the videos and/or had not been aware they existed.)
2012 Research Question

- Can grad students (MBAs) learn a library database task through a screencast video tutorial?
- Same population
- Café coupon incentive ($10)
Survey Methodology 2012

- Based on paper by colleagues
- Questions vetted by Center for Learning & Teaching expert (revised)
- Tested Qualtrics survey on other librarians (revised)
2012 Pre-test/Post-test and Survey

- Designed qualitative questions with help of CLRT on campus
- Developed Pre-test/Post-test in Qualtrics
- Pre-test included screen shots and questions
- Students then viewed video tutorial “Build a list in OneSource”
- Post-test same as Pre-test
1. What do you usually do when you need help finding information for school projects?

2. Have you ever used the Kresge Library website?
   - Yes
   - No
2012 Survey Video

Finding Company Information in OneSource

Kresge Business Administration Library

http://www.bus.umich.edu/KresgeLibrary/
Results Show Learning Has Taken Place

Pre-test

Post-test
**Results Show Confidence Has Risen**

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2012 Conclusions

• Grad students do learn how to do library database tasks through screencast video tutorials
• We plan to do further statistical analysis of pre-test/post-test results using CSPAR services (name test)
• Students like the videos
“Bonus Conclusions”

• Students’ level of enthusiasm and participation
• Large number of thoughtful and helpful comments
• Surprised that results showed video tutorials made such a marked difference in student learning outcomes.
2010 vs. 2012

• BOTH surveys suggest students need and want to be reminded of help/services that the library offers.
• Results from both surveys indicate that video creation is worth our time and is effective way to instruct students.
• We acquired a thorough grounding in testing methods and best practices in 2010.
• We applied these methods to student learning outcomes in a more effective way (2012).
Further research questions

• Subject our data to statistical analysis.
  – UM Center for Statistical Consultation and Research

• Get students back 2 weeks later—retention and transfer of learning?

• Learning styles—comments reflected concerns:
  – “I don’t like to read instructions, it’s easier for me to follow instructions visually.”
    vs. “Videos usually take more time than should be required to learn the task.”

• Evaluation of ALL instruction methods: video tutorial vs. in-person vs. podcast vs. print (A/B testing method)
Translating Data into Actions

- Know videos are a good tool
- Have to decide what topics to cover
- How to measure usage
- Advertising and placement
Practical Considerations

- Each video represents about 10-12 hours of work
- Who will do writing, editing, recording?
- How to keep these updated?
- Can we integrate the short task-based videos with our existing podcast series? (Podcasts cover broader topics such as “How To Do Industry Research”.)
Questions?