

ALL THE WORLD'S A STAGE

Improving students' information
skills with dramatic video tutorials

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AGENDA

- ❖ Bilkent University and Bilkent Library
- ❖ Online Library Videos: What and Why?
- ❖ The Project: Background and Development
- ❖ Aims of the Project:
 - IL and Generation Y Students
 - Marketing the Library
- ❖ How to Evaluate the Videos?
- ❖ How to Promote the Videos?
- ❖ Let's Watch One Example...

AIMS OF THE VIDEO PROJECT

1. **Library instruction:** information skills and library resources according to the research habits of "Generation Y" students
2. **Marketing:** promoting the Library and librarians to the campus community and beyond



Bilkent University

- ❖ Established from 1984-1986 as Turkey's first private university
- ❖ Approximately 12,000 students and 1,200 academic staff from around 40 different countries mostly from North America and Europe
- ❖ Education is predominantly through the medium of English
- ❖ Over 2,000 courses are given by nine faculties, two applied and three vocational schools with 39 undergraduate & 47 graduate programs
- ❖ Exchange program agreements with over 250 universities around the world
- ❖ Has been ranked by Times Higher Education as 112th in the world and 32nd in Europe in 2010
- ❖ Each year more than 1,500,000 high school graduates take the national examination to enter the universities



BILKENT UNIVERSITY LIBRARY



- ❖ Main and East Campus
- ❖ Over 1,000,000 item
- ❖ c. 19,000 members
- ❖ Open to the public-c. 30,000
- ❖ Working hours: 08.30-23.30
- ❖ 362 days open in a year
- ❖ Current plans
 - Collaboration with faculty
 - Social and cultural role

ONLINE LIBRARY VIDEOS: WHAT? SURVEY OF 50 ONLINE LIBRARY VIDEOS

- ❖ **Length:** less than 5 minutes (34)
- ❖ **Format:** movie (39), screencast (8), slideshow (8), animation (5)
- ❖ **Sound:** music and voice (24), voice only (18), music only (8)
- ❖ **Style:** factual (40), drama (10)
- ❖ **Subject:** general orientation/tour (27), specific (23)
- ❖ **Location:** video-hosting site (38), own website (12)

ONLINE LIBRARY VIDEOS: WHY?

- ❖ Practical: out-of-library instruction; 24/7 access; can be watched again and again...
- ❖ Pedagogical: teaching potential of videos
- ❖ Current: part of the working and leisure habits of young people today

LITTLE HISTORY OF THE PROJECT

- ❖ The starting point of the project-promote the library and its services
 - Assigning faculty librarian who is responsible for supporting the teaching, learning and research needs of their faculty members
 - Library representative from each department
- ❖ Collaborative workshops with School of English Language (BUSEL)
 - how to search catalog, databases and “discovery” tool, plagiarism (turnitin as a tool)
 - 89 sessions, 5,600 students
- ❖ Dramatic sketches held by librarians in the beginning of the workshops
 - Feedback of sketches
 - The joint decision-video project

METHODOLOGY: THE PROJECT



- ❖ Meetings with the Faculty of Art, Design and Architecture
- ❖ Idea to develop short, effective, informative and entertaining videos
- ❖ First scripts – written by librarians
- ❖ Feedback of MFA students
- ❖ Final scripts – written by students
- ❖ Key decisions
 - ❑ Language
 - ❑ Actors
 - ❑ Characters

5 VIDEOS

- ❖ Outside Users
- ❖ Searching Strategies
- ❖ Electronic Journals
- ❖ Catalog Searching
- ❖ General Library Rules



AIM 1 LIBRARY INSTRUCTION

Present information skills and library resources to users:

- ❖ According to the research habits and needs of
 “Generation Y” students
- ❖ Using a medium which maximizes learning and memory
- ❖ Employing Library 2.0 tools

"GENERATION Y" STUDENTS THEIR INFORMATION HABITS AND NEEDS

- ❖ Generation Y-born between 1982-2000 and grew up with the Internet, computer games
 - Pragmatic and selective
 - Visual and entertaining
 - Creative, interactive and collaborative
 - Multitasking
 - Technologically equipped
- ❖ As learners they are
 - Pragmatic and selective
 - Visual and entertaining
 - Creative, interactive and collaborative
 - Multitasking
 - Technologically equipped
- ❖ As library users they want
 - Social spaces
 - Collaborative working spaces
 - Easily accessible information



TEACHING INFORMATION SKILLS: LEARNING AND MEMORY



- ❖ Visual encoding is more effective than verbal encoding
- ❖ Auditory presentation enhances verbal encoding more easily than visual presentation
- ❖ Arousal (excitement) and higher valence (especially negative connotations)
- ❖ Humorous material is more readily encoded than non-humorous material
- ❖ “bizarre” imagery can also enhance encoding

AIM 2 MARKETING

- ❖ **The Library:** as a “cool” place and not an anonymous set of walls
- ❖ **Library resources:** awareness of the print and electronic collections
- ❖ **The librarians:** as fun, approachable, and helpful

SOME MARKETING/PR IDEAS

Awareness:

- ❖ Use of the Library setting:
identify the Library as
“brand”
- ❖ Use of “real” librarians:
recognition of individuals
while or after watching
videos

Preference:

- ❖ Use of humour: positive
effect of humour in
advertising
- ❖ Use of Turkish: emotional
appeal of first-language
advertising

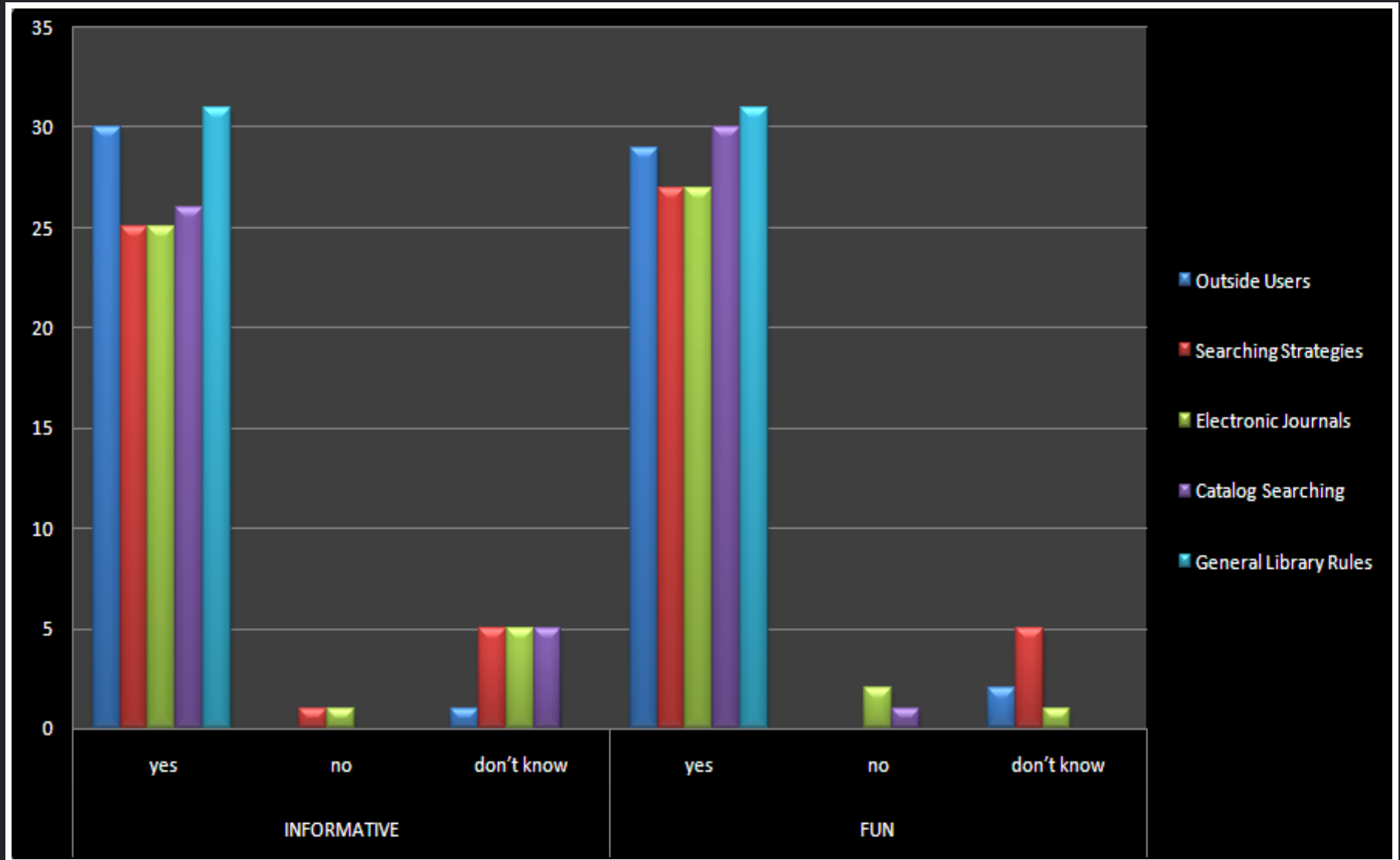
EVALUATING THE VIDEOS ATTITUDE AND BEHAVIOUR BY AIM

	Instructional Aim	Marketing Aim
Attitude	Students are inclined to learn about library resources and procedures	Students will develop a positive view of the Library and of librarians
Behaviour	Students will use library resources and follow library procedures more than previously	Students will visit the Library and use library services more often

MEASURABLE RESULTS BY AIM?

	Instructional Aim	Marketing Aim
Attitude	<ul style="list-style-type: none">▪Self-reporting by questionnaire▪Self-reporting by focus group	<ul style="list-style-type: none">▪Self-reporting by questionnaire▪Self-reporting by focus group
Behaviour	<ul style="list-style-type: none">▪Fewer reference queries?▪Different reference queries?▪Decline in gate count?	<ul style="list-style-type: none">▪Increase in gate count?▪Increase in circulation?▪Increase in database usage?

PRELIMINARY SURVEY



PROMOTING THE VIDEOS

IF THEY DON'T WATCH THEM, WHAT'S THE POINT?!

Use the videos:

- ❖ As part of library instruction: orientations, workshops...
- ❖ As part of blended learning: Moodle

Make the videos visible:

- ❖ Put them online: library website and YouTube...
- ❖ Advertise the videos regularly: e-mail announcements, Facebook...

...and let's watch one example