SELECTED ANNOTATED BIBLIOGRAPHY

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Cecile Bianco, *Online Tutorials: Tips from the Literature*, 8 Libr. Phil. Prac. no. 1 (Fall 2005), *available at* http://www.webpages.uidaho.edu/~mbolin/bianco.htm.

Online Tutorials provides fourteen practice tips for constructing online tutorials for graduate students to increase their skills in library use. The article emphasizes the particular need to design helpful tutorials for graduate students who often are distance-education students without access to more traditional methods of instruction. These tips particularly emphasize designing online tutorials that take into account the differing learning styles among students and that are clear and easy for students to navigate.

Melissa Bowles-Terry, Merinda Kaye Hensley, & Lisa Janicke Hinchliffe, *Best Practices for Online Video Tutorials in Academic Libraries: A Study of Student Preferences and Understanding*, 4 Comm. Info. Literacy 17 (2010).

In this article, the authors explain the results of a study they conducted to determine whether college and graduate students are using online video tutorials to assist them in beginning their research and whether these online tutorials are an effective instructional tool. The authors recommend practices for designing effective online video tutorials and raising student awareness, including making videos that are short, to-the-point, and easy to locate within the library's website.

Anne-Marie Deitering & Hannah Gascho Rempel, *Share and Share Alike: Barriers and Solutions to Tutorial Creation and Management*, 5 Commc'n Info. Literacy 102 (2012).

A study conducted by Oregon State University Libraries found that most academic librarians view online tutorials as a valuable learning tool. However, many of them do not create online tutorials because of time and technological expertise constraints. The authors recommend use of a content management system as a method of coping with these two primary barriers to tutorial creation.

*The authors wish to thank Amani Floyd and Rebekah Fretz for assistance in compiling this bibliography.

Carol Ann Germain & Gregory Bobish, *Virtual Teaching: Library Instruction via the Web*, 37 REFERENCE LIBR. 69 (2003).

The article provides suggestions to librarians for developing effective web-based instructional resources that are accessible, easy to use, and visually pleasing and gives several examples of model online resources from other universities. Among the topics discussed in the article are web page design and web coding tools, technical and copyright issues, maintenance and usability of online web pages and tutorials, and evaluation strategies.

Carolyn Gutierrez & Jianrong Wang, *A Comparison of an Electronic vs. Print Workbook for Information Literacy Instruction*, 27 J. ACAD. LIBRARIANSHIP 208 (2001).

This article provides the results of a study conducted by the authors comparing the attitudes and performance of two groups of freshmen college students assigned either a print or electronic workbook teaching basic research skills. The results of the study indicated that the students using the electronic format were generally more satisfied with the electronic workbook in terms of user-friendliness, content, and time spent completing the workbook, but that the instructional format made no significant difference in the performance of students.

Ed Hahn, *Video Lectures Help Enhance Online Information Literacy Course*, 40 REFERENCE SERVICES REV. 49 (2012).

Hahn demonstrates how a credit-bearing information literacy course at Weber State University was enhanced by including video lectures to deliver course content. Hahn lays out the steps for creating both a video lecture and any accompanying web pages and concludes that the majority of students in the course at least partially used the video lectures and found them helpful. Hahn also provides helpful tips in response to student feedback on the video lectures.

David Herron & Lotta Haglund, *Students and Graduates Learn Library Educational Content from Interactive Multimedia Tutorials*, 1 EVIDENCE BASED LIBR. & INFO. PRAC. 64 (2006).

The LUMENS project, in which students, faculty, and librarians evaluated several interactive multimedia tutorials on their ability of delivering library educational content, found that multimedia tutorials, especially the interactive ones, are useful tools to improve students' information literacy. However, the study also concluded that libraries need to account for the time, resources, and costs of producing such multimedia productions because they can be very time-consuming and can detract from other responsibilities.

Lisa Kammerlocher, et al., *Information Literacy in Learning Landscapes: Flexible, Adaptable, Low-cost Solutions*, 39 REFERENCE SERVICES REV. 390 (2011).

This article discusses low-cost solutions for libraries on budgets that are faced with growing student demand for online learning opportunities, using Arizona State University as a case study. The article describes the process by which ASU implemented adaptable, low-cost alternatives to

create, maintain, and provide access to learning content within the ASU libraries. Based on the results at ASU, the article posits that librarians' access to an increasing number of low-cost web resources allows them to play an important role in shaping information literacy instruction for students.

Kate Manuel, *Teaching an Online Information Literacy Course*, 29 REFERENCE SERVICES REV. 219 (2001).

This article discusses the design, teaching methods, and results of an online literacy course taught for the first time at California State University, Hayward. Issues discussed in the article include technological difficulties, limited accessibility to the Internet, and poor preparation among students for the cognitive demands of an online learning environment. The article suggests that these problems may be overcome as students are increasingly introduced to online learning environments at a younger age and teachers continue to explore methods of online instruction.

Lori S. Mestre, *Matching Up Learning Styles with Learning Objects: What's Effective?*, 50 J. LIBR. ADMIN. 808 (2010).

This article describes a 2009 study conducted to determine which methods of online instruction are inclusive of learning-style diversity. The article discusses the results of a study which indicated that most of the students interviewed were multimodal learners who preferred interactive learning objects and a variety of instructional methods, but that most tutorials and other online courses designed for students failed to offer multiple modes of instruction for differing learning styles or opportunities for interactive learning.

Diane Murley, *Technology for Everyone…Tools for Creating Video Tutorials*, 99 LAW LIBR. J. 857 (2007).

Murley compares Camtasia Studio 4 with Adobe Captivate 2 as tools for creating video tutorials and presentations. Murley concludes that selecting one of these software programs will largely depend on cost, whether your project would work better as film clips or screenshots, and your ability to use the software.

Judith M. Nixon, Maribeth Slebodnik, & Catherine Fraser Riehle, *Creating Online Tutorials at Your Library: Software Choices and Practical Implications*, 49 REFERENCE & USER SERVICES Q. 33 (2009).

In this article, the increased use of online tutorials for information literacy instruction and resources available for librarians developing tutorials are discussed. The authors provide reviews of the leading screen capture software programs available for constructing online tutorials and offer suggestions on designing a tutorial, equipment, planning and developing content in a tutorial, usability testing during development, and evaluating the learning results of a tutorial.

Tawnya K. Plumb, *Creating Electronic Tutorials: On Your Mark, Get Set, Go!*, 22 J. ELEC. RES. LIBRARIANSHIP 49 (2010).

Plumb argues that creating an electronic tutorial is a task worth undertaking and can be easily done if a librarian strategically approaches the creation process. Plumb recommends thinking though several considerations before beginning and that librarians should weigh the various pros and cons of software options and choose the software that best suits the librarian's needs.

Sonya S. Shepard, Debra Skinner & Robert W. Fernekes, *Library Tools for Connecting with the Curriculum: How To Create a Professional Development Workshop for Teaching Faculty*, 44 GA. LIBR. Q. 14 (2007).

Georgia Southern University library developed a program for educating faculty on how to link to library resources from course syllabi, faculty webpages, course management applications, and research assignments. The article discusses the use of tutorials to teach individual linking tools and the overall success of the program.

Shiao-Feng Su & Jane Kuo, *Design and Development of Web-based Information Literacy Tutorials*, 36 J. ACAD. LIBRARIANSHIP 320 (2010).

Su and Kuo take an in-depth look at high-quality library web-based, information literacy tutorials that are a part of the Peer-Reviewed Instructional Materials Online Database. Specifically, the authors analyzed the tutorials' objectives and teaching strategies, topics, estimated time for browsing multimedia application, and visibility. The study concluded that web-based tutorials are not only an excellent supplement to in-class library literacy instruction, but also, if well designed and developed, can become an independent instruction. Thus, libraries should make strides to focus on and design web-based tutorials to, at the very least, supplement in-class instruction.

Olof Sundin, *Negotiations on Information-Seeking Expertise: A Study of Web-Based Tutorials for Information Literacy*, 64 J. DOCUMENTATION 24 (2008).

Sundin examines web-based, information literacy tutorials and deduces four varying approaches to information literacy that are used to express university librarians' information seeking experiences: a source approach, a behavioral approach, a process approach, and a communication approach. The author argues that these approaches present different ways of defining central conceptions such as information, information seeking, and user – all of which have implications for user education, such as starting research with the information, how the researcher should behave towards the information, and starting research with the individual or group of researchers.

Kornelia Tancheva, *Online Tutorials for Library Instruction: An Ongoing Project Under Constant Revision*, 2003 PROCEEDINGS OF THE ELEVENTH NAT'L CONF. OF THE ASS'N OF C. &

RES. LIBR. 267, *available at* http://www.ala.org/acrl/sites/ala.org.acrl/files/content/conferences/pdf/tancheva.PDF.

This article examines over forty library tutorials and online library research aides to determine to what extent online library instructional resources are addressing principles of teaching and learning in distributed environments. Using the findings from these online tutorials, the article discusses conceptual, design, and technological issues in creating online instructional tutorials from both a theoretical and practical viewpoint and suggests features that are essential to an ideal online library instructional tutorial.

Connie Jo Ury, Joyce A. Meldrem & Carolyn V. Johnson, *Academic Library Outreach Through Faculty Partnerships and Web-Based Research Aids*, 32 REFERENCE LIBR. 243 (2000).

The Owens Library at Northwest Missouri State University has changed its manner of delivering reference materials by adopting a peer-to-peer partnership model for assisting students in their research needs. A librarian was embedded as a partner teacher in an upper level history class, in which she gave each student one-on-one assistance on his/her midterm and final research projects. Owens Library came to realize that this type of partnership model is too labor intensive and has instead chose to create and maintain subject-specific research guides, tutorials, bibliographies, and webliographies to respond to student information needs.

John Walsh, *Creating a Web-Based Tutorial*, 25 LIBR. HI TECH NEWS 5 (2008).

The author discusses two important points about creating web-based tutorials: (1) find out exactly what your audience needs to learn and teach that, and (2) keep it simple and basic because the simpler the learning is, the easier it is to learn. Walsh, using his experience in designing a ProQuest web-based tutorial, explains the five basic steps in planning instruction: (1) recognize the user need, (2) describe and analyze the present situation and available resources, (3) develop instructional goals and objectives, (4) design appropriate method and materials, (5) deliver the instruction, and (6) evaluate and revise.

Sharon Yang, *Information Literacy Online Tutorials: An Introduction to Rationale and Technological Tools in Tutorial Creation*, 27 ELECTRONIC LIBR. 684 (2009).

The author examined 372 random online tutorials at 100 academic libraries. She found that 33% of the sampled libraries have developed their own online tutorials and about 49% of the libraries have library instruction online. In this article, Yang examines the content of the subject tutorials and the technological approaches that academic librarians have used. Yang concludes that teaching librarians need to create interesting, animated, and interactive tutorials to meet the learning needs of digitally savvy undergraduates.

Neda Zdravkovic, *Spicing Up Information Literacy Tutorials: Interactive Class Activities that Worked*, 6 PUB. SERVICES. Q. 48 (2010).

Zdravkovic examines the application, challenges, and outcome of six working examples of interactive teaching activities applied within a variety of generic information literacy courses at the University of Auckland Library, New Zealand. Zdravkovic found that it is possible to perform three to five of the examined activities in a fifty-minute library session and that while they require rigorous time management and preparation they also provide students with a positive and enthusiastic learning experience.

Li Zhang, *Effectively Incorporating Instructional Media into Web-Based Information Literacy*, 24 ELECTRONIC LIBR. 294 (2006).

Zhang surveys the research findings on instructional media features that can be used in web-based library instruction. She argues that web-based library instruction requires more than merely duplicating print materials; but instead requires librarians to utilize instructional media components, such as color, graphics, menus, hypertext, text variations, sound, and video in an effective manner in order to organize and present material in an engaging and motivating way. Zhang suggests that when librarians are creating web-based instruction, they should separate large blocks of text, only incorporate relevant graphics, integrate powerful navigation mechanisms, use color to highlight information, and use audio and video clips for specific purposes.

Additional Educational Resources
- EDUCAUSE – http://www.educause.edu/
- Merlot – http://taste.merlot.org
- The Sloan Consortium – http://sloanconsortium.org/