

TRLN Instructional Tutorials Task Group - Executive Summary

June 1, 2010

Charge Reporting to the TRLN Services Council, this task group was charged to determine the effort required to create and maintain online web-accessible instructional video tutorials on a collaborative basis. The complete charge is posted on the TRLN web site at <http://www.trln.org/committee/ServicesCouncil/TaskGroups/TutTG.htm>.

The task group conducted its work by creating an online video tutorial on the topic of plagiarism. The task group's key findings and recommendations are summarized below with reference to sections of the task group's full report posted at <http://www.trln.org/committee/ServicesCouncil/TaskGroups/TutFinalReport.pdf> as needed.

Task Group members

Kawanna Bright, NCSU Diane Harvey, Duke
Elizabeth Gorman, NCCU Kim Vassiliadis (*Chair*), UNC
TRLN Support, Derek Rodriguez

Responsibilities

1 - Identify and draft content for a tutorial on the topic of plagiarism.

In its first meeting, the task group defined learning outcomes for the tutorial which helped set the scope of the project. Task group members then divided up the work of creating or borrowing content for each section. The content was then edited to create a consistent voice throughout the tutorial.

2 - Identify appropriate technologies available on the campuses for creating and maintaining shared tutorials.

The task group determined that the best delivery format from a pedagogical perspective seems to be a mixture of short videos and static HTML pages. The final product is an online tutorial that uses HTML, Adobe Flash, and Adobe Captivate files to present a mixture of static and interactive information. Each library has access to necessary tools to create and maintain this content.

3 - Create a tutorial using recommended and available technologies.

UNC lent technical expertise and the time of a graduate assistant to create the html, graphics, video, and interactive quiz for the tutorial. When complete, the tutorial will be posted at <http://www.lib.unc.edu/plagiarism>.

4 - Suggest metrics from the perspective of member libraries for the pilot including methods for gathering statistics regarding the use of shared tutorials.

Suitable metrics include adoption of a tutorial for institutional purposes and statistics on use of the tutorial. An institution could use Google Analytics to measure the length of visits to the website and use the number of visits to the last page of the quiz as evidence of completion. Another approach would be to trigger an email sent to an administrative email address each time a user completed the quiz. A third approach would allow students who complete the quiz to send an email to their instructor at the end of the quiz. Obtaining qualitative feedback from stakeholders and library colleagues can guide development and help assess the perceived value of the tutorial to campus constituencies.

5 - Provide a report to the Service Council that addresses these questions among any recommendations of the task group:

- What content is appropriate for shared tutorials?

Tutorials covering library-focused topics (finding articles, evaluating scholarly vs. popular literature, etc.) as opposed to those with multiple campus constituencies (academic dishonesty, plagiarism, etc.) are more appropriate for collaborative projects. A large proportion of the content should be institution-neutral to increase the likelihood of content re-use.

- What level of work is required to create and maintain shared tutorials?

There are four types of effort involved with creating shared tutorials:

- Administrative effort in defining the scope and learning outcomes associated with the tutorial. This could be resolved in a kickoff meeting of interested parties.

- Creating and reviewing content. In this tutorial, each task group member spent 2-3 hours creating content for the tutorial.

- Constructing the tutorial and its components (text, video, etc.). For this tutorial, a UNC graduate student spent 160 hours learning how to construct Flash videos and then creating the necessary components. Some of the technical infrastructure for this project could be re-used in future projects.

- Reviewing content. We spent parts of two meetings reviewing the content for this tutorial.

Additional effort would be involved in adapting content for re-use at each institution. NCCU will be adapting the UNC tutorial for its use and can report the level of effort required later this summer.

- How should shared tutorials be maintained in the future? Where should they be hosted?

Since each institution has its own systems and styles for delivering online tutorials, the task group recommends against central hosting of online tutorials. Instead, libraries would share effort during creation of the tutorials and then share content for local re-use at the conclusion of a project.

- What barriers did the task group encounter during development?

There were two barriers to adoption. Principally, each library uses different systems and styles for deploying online tutorials, preventing wholesale adoption by all libraries of content created at one institution. A second barrier had to do with the subject matter of this tutorial, plagiarism, and its interest to multiple constituencies on each campus. Multiple layers of decision making are therefore seen as a potential barrier to full-scale adoption of the plagiarism tutorial. However, tutorials based on more library-specific content would more likely be sharable, as the decision to adopt and adapt collaboratively constructed tutorials would be internal to a member library.

Action items

Working collaboratively across TRLN libraries to create online tutorials is viable and effective, and such collaborations could take place in the future without necessarily requiring a new task group.

Library staff interested in collaborating on Instructional Tutorial creation could use the TRLN Library Instruction Listserv, trln-instruction@listserv.unc.edu to share ideas and learn from the efforts of the Instructional Tutorials Task Group.